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ABSTRACT

This handbook is designed to serve as a reference for office education instructors. Addressed in the individual sections of the guide are the following topics: design and delivery of office education, teacher qualifications and certification requirements, cooperative programs, preemployment laboratory programs, advisory committees, public relations, student and professional organizations, and Texas Education Agency reports. Appendixes to the guide include a list of office education codes, lists of the essential curriculum elements and related study assignments required for students preparing for various office occupations, and a sample cooperative training plan. (MN)

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OFFICE EDUCATION

HANDBOOK

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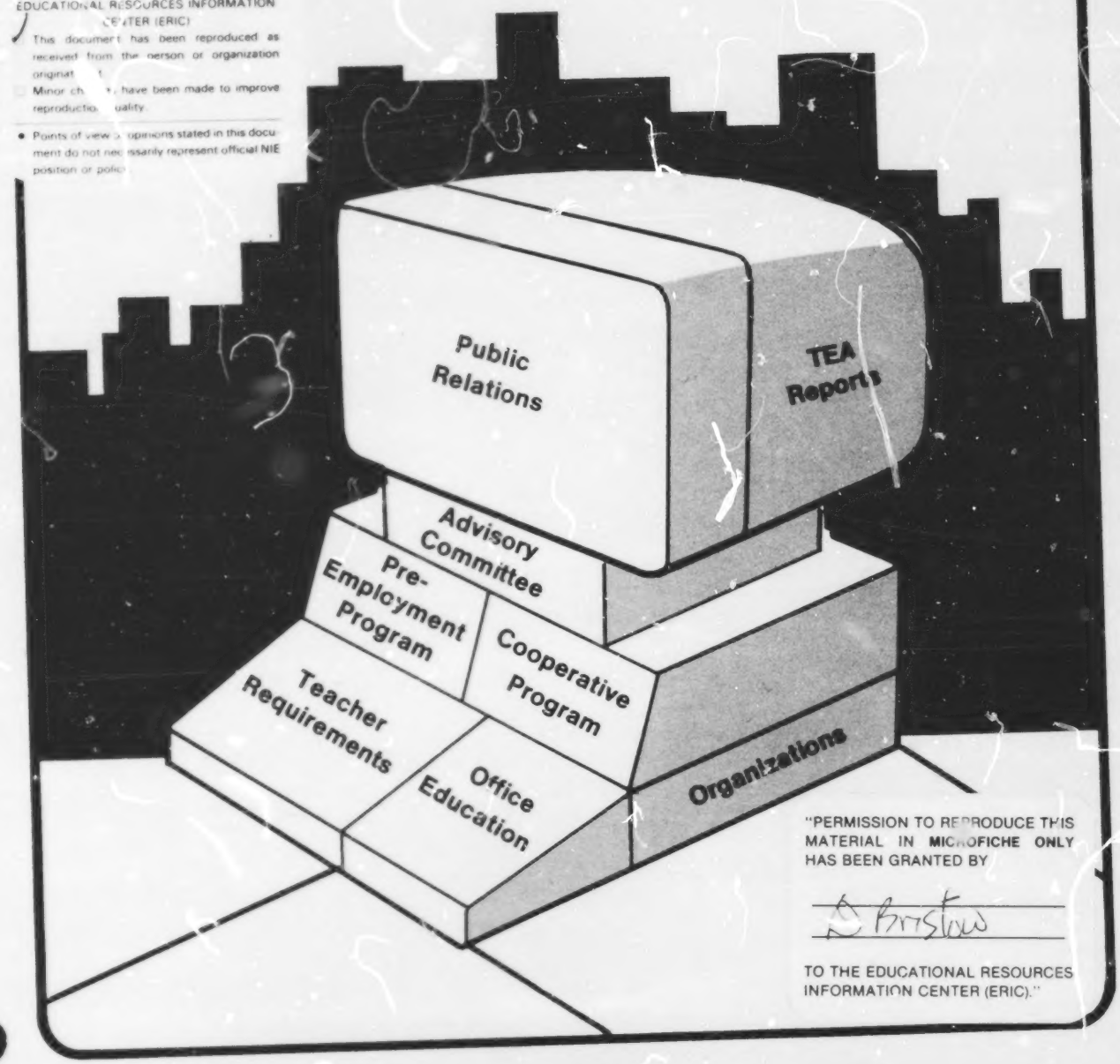

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OCCUPATIONAL CURRICULUM LAB — EAST TEXAS STATE UNIVERSITY

OFFICE EDUCATION

HANDBOOK

Prepared by
Theressa Powell

Published by
Occupational Curriculum Laboratory
Center for Vocational Education
Department of Secondary and Higher Education
East Texas State University
Commerce, Texas

in cooperation with
Texas Education Agency
Occupational Education and Technology
Austin, Texas

FIRST EDITION

1984

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Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

(214) 886-5623

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FOREWORD

This handbook was developed to serve as a reference for the Office Education instructor.

Although this handbook may not provide a solution to every situation encountered by the instructor, it does present many ideas that will assist the instructor in developing the techniques and understanding required in dealing effectively with the problems involved in teaching Office Education.

All instructors will find that their jobs are, in many instances, unique and will require special approaches which vary from other programs. The suggestions in this handbook should be adapted to meet the practical every day situations instructors face with their students. The fundamentals stressed here, when used with insight and good judgment, will give positive results and help instructors in organizing their work.

ACKNOWLEDGMENTS

Appreciation is extended to the Texas Education Agency Office Education staff members who contributed their time and expertise to the development of this handbook. They are:

Bob Gordon, Director
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Maxine Emery, Education Specialist (Area II)
Dorothy Baum, Education Specialist (Area III)
Jack Finley, Education Specialist (Area IV)
Billy Bell, Education Specialist (Area V)

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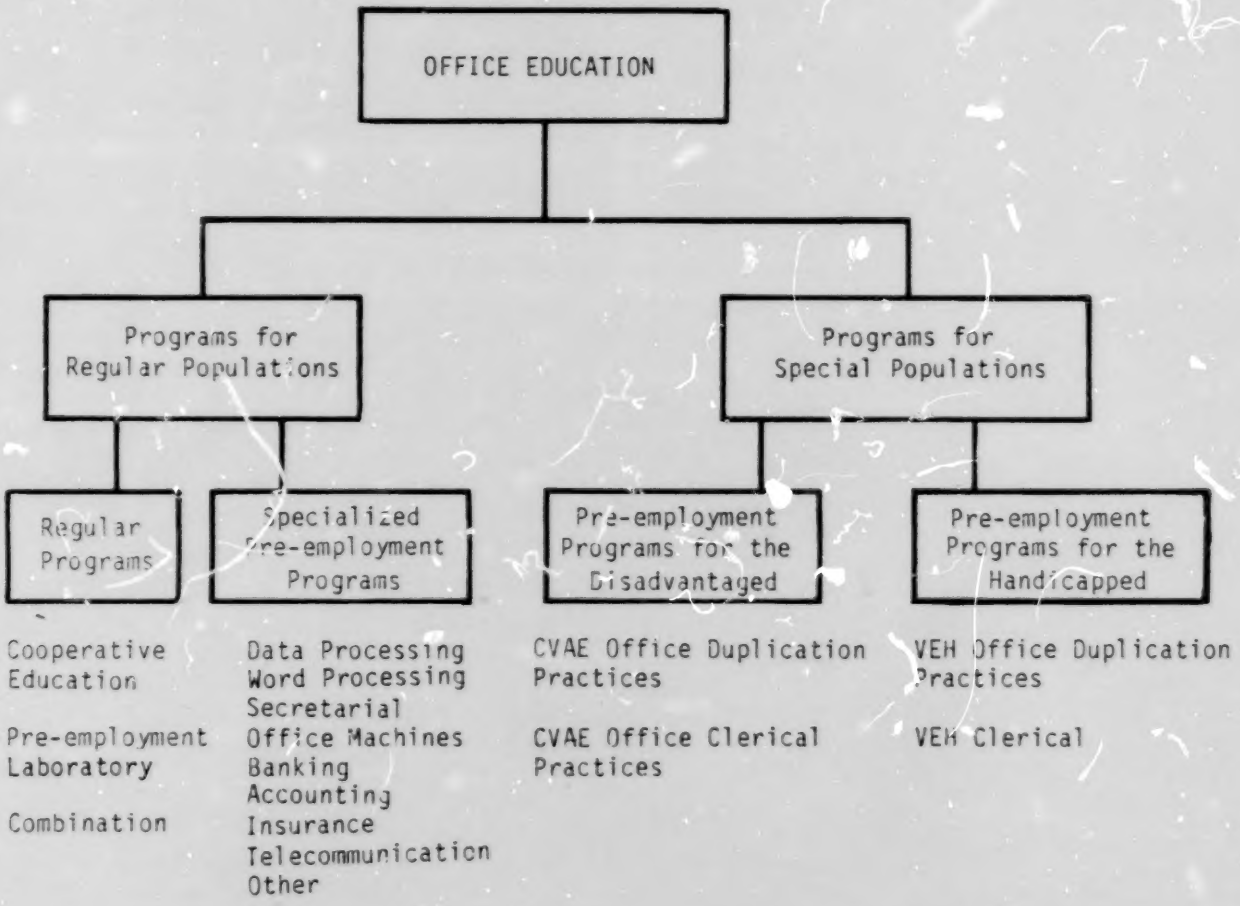
Chapter I

OFFICE EDUCATION

Office Education programs serve both the regular and special populations. Serving the regular populations are two kinds of programs: cooperative training and pre-employment laboratory. Serving the special population are pre-employment laboratories for the disadvantaged and the handicapped. The chart below further explains the breakdown of office education.



Cooperative Program

The cooperative program is designed to provide students with classroom instruction and supervised on-the-job training. The program requires:

. . . a cooperative relationship between employers and the school

. . . students to be placed in business offices in the community

. . . wages to be paid to the student

. . . employers to advise and counsel with the coordinator about the individualized instruction the student needs in the classroom to perform satisfactorily on the job

Regular and Specialized Pre-employment Laboratory

The pre-employment laboratory program is designed to train students in an office simulated-classroom setting. The laboratory may be for one, two, or three hours. There are several specialized laboratories throughout the state. In a specialized laboratory, students are trained in a specific office occupation.

Combination Program

The combination program in office education is a combination of the pre-employment laboratory and the cooperative programs. Students are trained in pre-employment lab during their sophomore or junior year as preparation for the cooperative program during their junior or senior years. However, sophomores, juniors, or seniors may take only the pre-employment labs, and juniors or seniors may take just the cooperative program.

Mainstreaming Handicapped Students in Regular Programs

All students must have equal access to vocational education programs, services, and activities. For a handicapped student to be eligible to participate in office education, the following requirements must be met:

. . . Vocational interest and vocational aptitude assessment data must be collected for each handicapped student prior to his/her enrolling in the class.

. . . The vocational counselor or teacher, together with the special education person, shall review the vocational assessment data and develop a written recommendation for appropriate office education vocational placement to be presented to the Admissions, Review, and Dismissal committee.

. . . The ARD committee shall include a vocational administrator and the office education teacher.

. . . Those identified handicapped students must be placed in vocational programs through the ARD committee process.

For further information see: The Handbook for Serving Vocational Special Needs Student, OCL, 1985.

Pre-employment CVAE-ODP Program

Coordinated Vocational Academic Education in Office Duplication Practices is designed for students with special learning needs. Academically disadvantaged youth in the seventh through twelfth grades are eligible to take this class. To be classified as academically disadvantaged, the student must be one or more years below grade level in achievement in three or more academic classes. The purposes of the program are:

. . . to provide students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training

. . . to prepare students, when feasible, for entry into a regular high school vocational program preparing for gainful employment

. . . to provide students with an academic curriculum that departs from traditional content and methods of teaching at a level where students can succeed

Pre-employment VEH Program

Office education for the handicapped is designed for students with exceptional handicaps who cannot succeed in the regular vocational programs. The purposes of the program are:

. . . to provide students with vocational education preparing them for gainful employment in office occupations requiring entry level knowledge and skills

. . . to provide students with a vocational curriculum that departs from traditional content and methods of teaching at a level where students can succeed

Purpose

The overall purpose of Office Education programs are to prepare students to enter gainful wage-earning employment in an office occupation upon completion of the program. The programs are designed to provide the knowledge, skills, and attitudes needed for entry-level employment in an office occupation, or it can become the basis for continued education or training.

Student Enrollment

In order to initiate an Office Education program, at least 30 students need to be enrolled the first year. To maintain funding of the program. at least 20 students are needed thereafter. Enrollment in regular and CVAE programs is computed as follows:

. . . number of eligible nonhandicapped students plus (number of handicapped students x 2) equals eligible enrollment

. . . The weighted count for handicapped students may be applied only to those students placed in a program through the ARD process.

High School Credit

Credit is important to high school students. The following are the credit hours that Office Education programs can provide:

. . . 3 credit hours for cooperative programs if the student is employed 15 hours per school week

. . . 2 credit hours for cooperative programs if the student is employed 10 hours per school week

. . . 2 credit hours for two-hour pre-employment laboratory

. . . 1 credit hour for one-hour pre-employment laboratory

Facilities and Equipment

Cocperative and Regular Pre-employment Laboratory Programs

It is recommended that the school provide:

. . . a combination classroom and office education laboratory of approximately 1,200 square feet to accommodate a maximum of 20 students

. . . up-to-date office equipment comparable to that used in business

. . . a reference library in the classroom

. . . secretarial desks and chairs

. . . an office (with a telephone for coop) close to the classroom

. . . a teacher's desk, filing cabinet, bulletin board, chalkboard, and storage for instructional materials

Pre-employment CVAE-ODP

It is recommended that the school provide:

. . . a classroom of approximately 1,200 square feet to accommodate a maximum of 15 students

. . . tables and chairs for individual or group work

. . . a teacher's desk, filing cabinet, bulletin board chalkboard, and storage for instructional materials

. . . the type, quality, and quantity of equipment needed for the occupational area being taught

Pre-employment VEH Programs

It is recommended that the school provide:

. . . adequate laboratory space to permit comfortable and safe work area around each item of equipment

. . . a teacher's desk, filing cabinet, bulletin board, chalkboard, and storage for instructional materials

. . . the type, quality, and quantity of equipment needed for the occupational area being taught

Funding for Supplies

Two sources of funding are usually available for instructional supplies: state and local. The state monies shall supplement, not replace, local funds normally budgeted for the operation of the unit. Supplies can be bought from Federal and special state funds if the district so desires. Capital outlay items over $100.00 can be purchased with federal funds and must have approval from the Texas Education Agency.

History

The Vocational Act of 1963 initiated the beginning of Office Education in the United States. In 1964, office education programs were implemented in Texas. Mr. Everett W. Fuller was appointed as the first director of office education. Today, Mr. Fuller is known as "the father of Office Education in the state of Texas." Office Duplication Practices in Texas had its beginning with the passage of the 1968 Amendment to the Vocational Education Act of 1963. ODP programs were implemented in Texas in 1969. In 1975, Mr. Fuller retired and Mr. Robert K. Gordon succeeded him as State Director. In the same year, Mr. David Childs was appointed State OEA Advisor.

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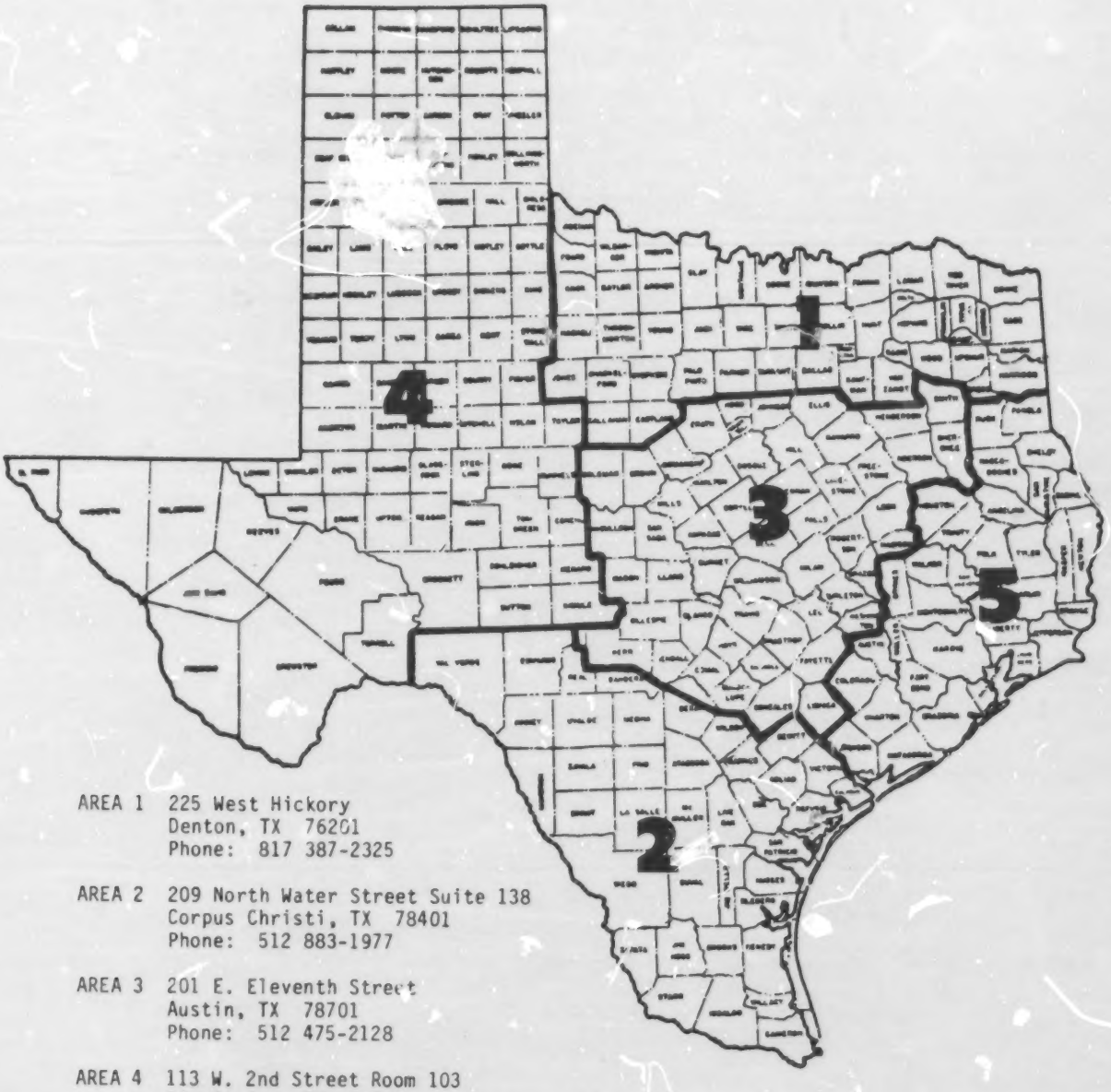
Currently, the state is geographically divided into five areas with an educational specialist assigned to each area. The map below indicates the division of the five areas and the addresses and phone numbers of the area offices.

OE SERVICE AREAS



AREA 1 225 West Hickory
Denton, TX 76201
Phone: 817 387-2325

AREA 2 209 North Water Street Suite 138
Corpus Christi, TX 78401
Phone: 512 883-1977

AREA 3 201 E. Eleventh Street
Austin, TX 78701
Phone: 512 475-2128

AREA 4 113 W. 2nd Street Room 103
Big Spring, TX 79720
Phone: 915 263-1261

AREA 5 2472 Bolsover #350
Houston, TX 77005
Phone: 713 524-1611

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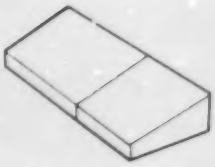
Chapter II

TEACHER QUALIFICATIONS AND CERTIFICATION REQUIREMENTS



Pre-employment Lab and Cooperative

Qualification Requirements

Individuals seeking approval to teach office education must meet the following minimum requirements:

. . . a bachelor's degree from an accredited institution with the equivalent of a major or minor in business

. . . two years of approvable and successful wage-earning experience in office occupations

Certification Requirements

Once individuals have been approved to teach Office Education, they must complete the following certification requirements within two years:

. . . two years of successful teaching experience as an office education teacher while on the emergency teaching certificate; this permit must be renewed each year.

. . . completion of the Texas and Federal requirement of all public school teachers in Texas

. . . completion of the state inservice workshop for beginning teachers, 'Organization and Management of Office Education Programs," sponsored by the Texas Education Agency. This workshop may be taken for credit at an approved institution; however, it is not necessary to receive college credit for certification.

Certification Courses

The following are the certification courses required for office education teachers:

. . . Instructional Strategies in Office Education

. . . History and Principles of Vocational Education, or Aims and Objectives of Vocational Education

. . . Occupational Analysis

. . . Organization and Implementation of Cooperative Office Education

. . . Organization and Management of Office Education Programs (This is the workshop course which may be taken for credit at an approved institution; however, it is not necessary to receive college credit for certification.)

Six of these hours must be completed prior to teaching the second year, excluding workshop unless it is taken for college credit.

Data Processing

Qualification Requirements

The only specialized pre-employment lab which requires different certification requirements is the data processing lab. Individuals seeking approval to teach a specialized pre-employment lab in data processing have two options for meeting the qualification requirements.

OPTION I:

. . . a bachelor's degree from an accredited institution

. . . two years, one of which must be continuous and full-time, of approvable and successful wage-earning experience in data processing

OPTION II:

. . . high school graduate or equivalent

. . . two years of post high school education or training in technical, scientific, or mathematical fields

. . . three years, one of which must be continuous and full-time, of approvable and successful wage-earning experience in data processing

Certification Requirements

. . . two years of successful teaching experience on emergency teaching permits in a data processing program; this permit must be renewed each year.

. . . completion of the Texas and Federal requirement of all public school teachers in Texas

. . . completion of the state inservice workshop for beginning teachers, "Organization and Management of Office Education Programs" sponsored by the Texas Education Agency. This workshop may be taken for credit at an approved institution; however, it is not necessary to receive college credit for certification.

Certification Courses

The following are the certification courses required for data processing office education teachers:

. . . Instructional Strategies in Office Education

. . . History and Principles of Vocational Education, or Aims and Objectives for Vocational Education

. . . Occupational Analysis

. . . Organization and Management of Office Education Programs. This workshop course may be taken for credit at an approved institution; however, it is not necessary to receive college credit for certification.

CVAE/VEH

Qualification Requirements

Individuals seeking approval to teach a CVAE/VEH office education program have two options for meeting the qualification requirements.

OPTION I:

. . . a bachelor's degree from an accredited institution

. . . two years of approvable and successful wage-earning experience in office occupations

OPTION II:

. . . high school graduate or equivalent

. . . five years of approvable and successful wage-earning experience in office occupations.

Certification Requirements

Once individuals have been approved to teach a CVAE/VEH program by the Texas Education Agency, they must complete the following requirements within two years for certification.

. . . two years of successful teaching experience on emergency teaching permits in the area of office education

. . . completion of the Texas and Federal requirement of all public school teachers in Texas

. . . completion of the state inservice workshops for beginning teachers, "Teaching Procedures and Machines"

Certification Courses

The following are the certification courses required for CVAE/VEH office education teachers:

. . . Instructional Strategies in Office Education

. . . History and Principles of Vocational Education, or Aims and Objectives of Vocational Education

. . . Occupational Analysis

. . . Teaching Procedures and Machines (This workshop course may be taken for credit at an approved institution: however, it is not necessary to receive college credit for certification.)

Approved Universities

The following universities have been approved by the Texas Education Agency to offer office education certification courses:

. . . East Texas State University

. . . North Texas State University

. . . Southwest Texas State University

. . . Texas Tech University

. . . University of Houston

. . . West Texas State University

Steps to follow for Certification

The following is a list of the steps to follow in order to receive approval to teach any office education program:

. . . Complete a Statement of Qualifications (SOQ), attach transcripts of all college work completed, and mail the SOQ to the address on the document. (see page 13 for sample SOQ).

. . . A deficiency plan will be mailed stating the courses needed.

. . . Complete application for an emergency teaching permit and mail the application to the address on the document (see page 17 for sample application). This emergency teaching permit is good for one year and must be renewed the next year. After all certification requirements are completed and two years of teaching have been completed, file for a permanent teaching certificate.

. . . Attend new teachers workshop.

. . . Take at least six hours of certification courses prior to teaching the second year.

. . . In order to teach the second year, the teacher must once again complete application for an emergency teaching permit and mail the application to the address on the document (see page 17 for sample application).

. . . Complete certification courses.

. . . After teaching two years, completing certification courses, and attending the new teachers workshop, make application for a provisional teaching certificate (see page 17 for sample application).

TEXAS EDUCATION AGENCY
Division of Teacher Certification

Applicant's Statement of Qualifications For Secondary Vocational Education Certification

Authority for Data Collection: Texas Education Code, Section 13.032

Planned Use of the Data: Evaluate candidate for qualification for vocational education certification and use as basis for issuance of certificate.

Instructions: (1) Persons seeking certification in secondary vocational education fields should complete this form. (2) Print or type using black ink or ribbon. (3) If you have questions, contact Teacher Certification at (512) 475-2721. (4) PLEASE NOTE: READ CAREFULLY THE NOTARY ACKNOWLEDGMENT ON THE LAST PAGE BEFORE PROCEEDING.

1. _____
Last Name First Name Middle Initial Social Security No.

2. _____
Street Address City State Zip Code Phone Number

3. United States Citizen: Yes_____ No_____ If the answer is no, a Statement of Intention to Become a United States Citizen (TCER-023) must be filed with the Division of Teacher Certification before a certificate or permit can be authorized.

Date of Birth:_____

4. Title of position(s) for which you wish to qualify: _____

_____

5. If this position requires a license or registration, give name of license or registration, number, and state: _____

_____

6. High School Attended: _____
Name of School City State

Did you graduate?_____ When?_____

7. Trade School, College, or University Attended	Dates	Semester Hrs. Completed	Degree-Date

8. Degree(s) Held:

Bachelor's Degree: Major _____ Minor _____

Master's Degree: Major _____ Minor _____

Doctor's Degree: Major _____ Minor _____

(Attach transcript of all college work completed.)

Return to:
Texas Education Agency
Division of Teacher Certification
201 East 11th Street
Austin, Texas 78701

TCER-026

Office Location: 158 East Riverside Drive

9. Vocational Teacher Training and/or other Specific Occupational Courses which help qualify you for this Position:

Institution	Courses Completed	Clock Hours

Note: On an attachment you may wish to describe inservice, company training courses, or apprenticeship programs that you have completed.

10. **Instructions:** Starting with the present date, list in reverse order all trade and/or occupational experience including full-time teaching acquired since leaving high school. Use a separate line for each employer where you had a regular job. If you were regularly employed by two separate employers at the same time, list the full-time employment on one line and the part-time employment on the following line.

Dates of Employment		Length of Employment (In Months)	Average Hours Per Week	Name and Address of Company/Organization	Name of Employer or Immediate Supervisor	Trade or Skilled Work Personally Performed by You
From Month Year	To Month Year					

(Continue occupational experience below.)

*Be specific: List machines operated, skilled work or services performed, subject taught, and supervisory experience (number of employees supervised).

11. Indicate below the names of three persons qualified to comment regarding your wage-earning experiences other than teaching:

Name _____ Address _____ Occupation _____

Name _____ Address _____ Occupation _____

Name _____ Address _____ Occupation _____

TEACHING CERTIFICATES HELD

Regular _____

List all certificates other than vocational.

_____
Certificate Number

Vocational _____ Area _____ Kind _____ _____

Date Issued Temp. or Perm. Certificate Number

NOTARY'S ACKNOWLEDGMENT

State of Texas

_____County

I, _____, affirm that (1) the above information is *to the best of my knowledge a true statement of facts* concerning date of birth, education, teaching experience, and occupational experience; (2) I understand any deficiency found in this Statement of Qualifications may disqualify me for consideration as a public school vocational teacher; and (3) I understand that one requirement for vocational-technical teachers is to complete specialized teacher-training courses at an approved educational institution, or workshops conducted or sponsored by the Texas Education Agency.

(Name in Full)

Signed _____

(Name in Full)

Sworn to me this _____ day of

_____, 19_____

_____

Notary Public

TO BE COMPLETED BY LOCAL EDUCATION AGENCY

If approved by the Texas Education Agency, this applicant will be considered for employment in the position for which approved.

Date _____ _____

Signature of Local Administrator of Vocational-Technical Programs or Superintendent of Schools

Name of Local Education Agency _____

County-District Number _____

Date _____ _____

TEA Reviewer

1. Social Security Number

2. Certificate/Permit No.

Fee (For Agency Use Only)

3. Fee Submitted: (See instructions on page 2 to determine appropriate fee.)
[ ] No Fee [ ] $15
[ ] $10 [ ] $17

TEXAS EDUCATION AGENCY
Division of Teacher Certification
Office Location: 1200 E. Anderson Lane, Austin, Texas

4. APPLICATION FOR:
[ ] CERTIFICATE
[ ] DUPLICATE
[ ] VOCATIONAL PERMIT
[ ] EVALUATION

Authority for Data Collection: Texas Education Code Section 13.032 and 19 TAC §141.21.
Planned Use of the Data: Issuance of Texas Teacher Certificates and Emergency Teaching Permits for Vocational Education Assignments.
Instructions: Please print or type using black ink or ribbon. See additional instructions on page 2.

5. 0[ ]Mr. 1[ ]Mrs. 2[ ]Miss 3[ ]Ms.
Last Name First Name Middle Name Maiden Name

6. Permanent Mailing Address: Number and Street or P.O. Box City State Zip

7. Special Mailing Address: Complete only if certificate and ALL correspondence is to be mailed to someone other than the Applicant.

Name _____ Title _____

Address _____
Number and Street or P.O. Box City State Zip

8. Ethnic Group
1[ ] American Indian
2[ ] Asian
3[ ] Black, non-Hispanic
4[ ] Hispanic
5[ ] White, non-Hispanic

9. Date of Birth
Mo Da Yr

10. Sex
0[ ] Male
1[ ] Female

11. Citizen of United States of America?
0[ ] Yes
1[ ] No
Number Mo Da Yr
If No, enter the date filed and number of your Alien Registration above. A Statement of Intention to become a United States citizen (TCER-023) must be filed with the Division of Teacher Certification before a certificate or permit will be authorized.

12. THREE CHARACTER REFERENCES ARE REQUIRED unless application is accompanied by a recommendation from a Texas senior college or a record of previous Texas Certificate is shown. This item is NOT required of permit applicants.
I, the undersigned, know the above-named Applicant to be of good moral character.

Signed: _____ Signed: _____ Signed: _____

Address: _____ Address: _____ Address: _____

Date _____ Date _____ Date _____

13. In compliance with 19 TAC §141.5, every applicant for a Texas Teacher Certificate will be investigated for a record of felony or misdemeanor conviction.
Have you ever been convicted of a felony or misdemeanor? [ ]Yes [ ]No
If yes, state the date and place of arrest, nature of the charge, date and court in which you were convicted, and subsequent disposition.

Attach a separate sheet if necessary.

Complete Application according to the Instructions on page 2 and return to:
Texas Education Agency
Division of Teacher Certification
201 East 11th Street
Austin, Texas 78701
If Application is to be accompanied by College/University recommendation, return to Certification Officer at the recommending institution.

14 [ ] Yes [ ] No Have you corresponded with us before submitting this form?
If Yes, when? _____

15 [ ] Yes [ ] No Do you possess a certificate which is currently suspended, revoked, or pending such action in any state?
If Yes, which state? _____
Attach complete details.

INSTRUCTIONS FOR COMPLETING APPLICATION
(Form TCER-009, as revised)

1. Application for Texas Teacher Certificate:
   - Complete items 1-19. Omit special mailing address (item 7, Page 1) unless all correspondence is to be mailed to this address. ITEM 21 MUST BE SIGNED AND NOTARIZED (See Page 4).
   - Texas College graduates who have completed an approved teacher education program since September 1, 1955, must submit this form to the recommending college and request the college to submit a recommendation (Form TCER-008, as revised).
   - Out-of-state college graduates: Official transcripts of all college credits and copies of the front and back of all VALID, STANDARD out-of-state certificate(s) must be submitted and will not be returned to the applicant.

2. Application for Vocational Permit:
   - Superintendent (or authorized representative) must request permit by completing items 22-24.
   - Individual for whom permit is requested must complete items 1-19, and 21.
   - Include OFFICIAL transcripts with each permit request.
   - Include a College Plan for Removing Deficiencies, TCER-003, if applicable. Refer to Bulletin 753, *Guidelines for School Personnel,* "Section 1—Certification, Procedure Number 1.0480."

3. Evaluation to Establish Eligibilities/Deficiencies for Certificate:
   - The Division of Teacher Certification will evaluate for those areas which appear on the individual's VALID, STANDARD out-of-state certificate or for the initial assignment area in a Texas public school. Additional evaluations must be requested from a Texas senior college with an approved teacher education program.
   - Complete items 1-19. (Omit special mailing address if not applicable). Item 21 must be signed and notarized.
   - Attach OFFICIAL transcripts of all college credits and copies of the front and back of all VALID, STANDARD out-of-state certificate(s).
   - If the area for which evaluation is requested is not listed on the individual's VALID, STANDARD out-of-state certificate, the employing school district must complete item 20.

4. Fees: Send with application a money order or cashier's check payable to the Texas Education Agency. Cash and personal checks are not acceptable.

Certificate Fees:
$10 Certificate based on college/university recommendation; additional endorsement, teaching field, or specialization; duplicate; name change; extension of certificate; conversion of certificate; and conversion of certificate based on certification from out-of-state.

$17 Initial certificate based on certification from out-of-state.

Permit Fees:
$15 Initial Emergency Teaching Permit or Special Assignment Permit.

No fee is required for renewal of Emergency Teaching or Special Assignment Permit for the same Target Certificate Level or for any Temporary Classroom Assignment Permit (TCAP).

16. College Degrees Earned and Conferred and Credits Completed Since Last Degree: Show date degree conferred or date credits completed. For State, use the United States Postal Service abbreviation.

Date			Degree(s) &/or Hours	College or University	State or Country
Mo	Da	Yr			

17. Permits and Certificates: List all valid teaching certificates you now hold or have held and permits under which you have taught, in Texas or in other states. For state, use the United States Postal Service abbreviation.

Description of Certificate or Permit	State	Issued			Expires		
		Mo	Da	Yr	Mo	Da	Yr

18. Record of Teaching: If your most recent place of employment has a complete authenticated record of your teaching experience on file, the school's administrative authority may certify the entire record. Show assignment for current year on first line.

Year	School District	Level Taught	Months Taught	Full or Part Time	Signature of Superintendent
Current Year					
19 -19					
19 -19					
19 -19					
19 -19					

19. Clearly indicate certificate type, level, and area(s) for which you are applying:
[Check the appropriate block(s).]

[ ] Provisional Certificate
[ ] Professional Certificate
[ ] Temporary Certificate
[ ] One-Year Certificate

Beginning date of teaching duties:

Mo	Da	Yr

[ ] Addition of Teaching Field(s)
[ ] Addition of Endorsement(s)
[ ] New Certificate under law before 9-1-55
[ ] Duplicate of Lost or Destroyed Certificate
[ ] Change of Name: previous legal name was: _____

Levels and Areas of Teacher Certification:

[ ] **TEACHER OF YOUNG CHILDREN**
[ ] **ELEMENTARY**
[ ] Anthropology
[ ] Art
[ ] Bilingual
[ ] Biology
[ ] Chemistry
[ ] Czech
[ ] Dance
[ ] Deaf/Hard of Hearing
[ ] Deficient Vision
[ ] Drama
[ ] Earth Science
[ ] Economics
[ ] English
[ ] French
[ ] General
[ ] Generic Special Ed.
[ ] Geography
[ ] Geology
[ ] German
[ ] Government
[ ] Guidance Associate
[ ] Health Education
[ ] Health & P.E.
[ ] History
[ ] Homemaking
[ ] Indust. Arts
[ ] Life-Earth Science
[ ] Mathematics
[ ] Music
[ ] Physical Education
[ ] Physical Science
[ ] Physics
[ ] Psychology
[ ] Reading
[ ] Russian
[ ] Sociology
[ ] Spanish
[ ] Speech
[ ] _____
[ ] _____
[ ] _____

PLAN I
[ ] **JUNIOR HIGH**
[ ] **HIGH SCHOOL**
[ ][ ] Anthropology
[ ][ ] Art
[ ][ ] Bilingual
[ ][ ] Biology
[ ][ ] Business, Admin.
[ ][ ] Business, Sec.
[ ][ ] Chemistry
[ ][ ] Chinese
[ ][ ] Computer Inf. Sys.
[ ][ ] Czech
[ ][ ] Dance
[ ][ ] Deaf/Hard of Hearing
[ ][ ] Deficient Vision
[ ][ ] Drama
[ ][ ] Earth Science
[ ][ ] Economics
[ ][ ] English
[ ][ ] French
[ ][ ] Generic Spec. Ed.
[ ][ ] Geography
[ ][ ] German
[ ][ ] Government
[ ][ ] Guidance Assoc.
[ ][ ] Health Education
[ ][ ] Health & P.E.
[ ][ ] Hebrew
[ ][ ] History
[ ][ ] Italian
[ ][ ] Journalism
[ ][ ] Latin
[ ][ ] Life-Earth Science
[ ][ ] Mathematics
[ ][ ] Music
[ ][ ] Physical Ed.
[ ][ ] Physical Science
[ ][ ] Physics
[ ][ ] Portuguese
[ ][ ] Psychology
[ ][ ] Reading

PLAN I
[ ] **JUNIOR HIGH**
[ ] **HIGH SCHOOL**
[ ][ ] Russian
[ ][ ] Sociology
[ ][ ] Spanish
[ ][ ] Speech
[ ][ ] _____
[ ][ ] _____
[ ][ ] _____

PLAN II
[ ] **JUNIOR HIGH**
[ ] **HIGH SCHOOL**
[ ][ ] Art
[ ][ ] Business, Basic
[ ][ ] Business, Composite
[ ][ ] English Lang. Arts
[ ][ ] Music
[ ][ ] Science, Composite
[ ][ ] Social Science, Com
[ ][ ] Speech-Drama
[ ][ ] _____
[ ][ ] _____

PLAN III
[ ] **HIGH SCHOOL**
[ ] Agriculture
[ ] Homemaking (General)
[ ] Industrial Arts
[ ] _____
[ ] _____

OTHER:
_____
_____
_____
_____
_____

VOCATIONAL ED.
[ ] Supervisor
[ ] Counselor
[ ] Agriculture
[ ] Data Processing
[ ] Distributive Education
[ ] Health Occupations
[ ] Homemaking Pre-Employment Lab
[ ] Homemaking Educ.
[ ] Occupa. Orientation
[ ] Office Education
[ ] Trades & Indus.
C.V.A.E.
[ ] Agriculture
[ ] Distributive Education
[ ] Homemaking
[ ] Industrial
[ ] Office Education
Handicapped
[ ] Agriculture
[ ] Distributive Education
[ ] Homemaking
[ ] Industrial
[ ] Office Education
[ ] _____
[ ] _____
[ ] _____
[ ] _____

[ ] **ALL-LEVEL**
[ ] Art
[ ] Health & P.E.
[ ] Music
[ ] Speech & Drama
[ ] Physical Education
[ ] _____
[ ] _____

PROF. SERV. POSITIONS
[ ] Administrator (1966)
[ ] Administrator, Mid-Manag. (1972)
[ ] Counselor
[ ] Learning Resources Specialist
[ ] Principal, Asst. (1972)
[ ] Principal (1955-1966)
[ ] Reading Specialist
[ ] School Nurse
[ ] Superintendent (1972)
[ ] Superintendent (1955-1966)
[ ] Superintendent & Principal (before 1955)
[ ] Supervisor
[ ] Visiting Teacher

ENDORSEMENTS
[ ] Bilingual
[ ] Driver Education
[ ] English as a Second Lang.
[ ] Kindergarten
[ ] Learning Resources
[ ] Deficient Vision
[ ] Early Childhood Ed. Handicapped Chil.
[ ] Emotionally Disturbed
[ ] Language/Learning Disabilities
[ ] Mentally Retarded
[ ] Physically Handicapped
[ ] Severely/Profoundly Handicapped

SPECIAL EDUCATION
[ ] Counselor
[ ] Deaf/Hard of Hearing
[ ] Ed. Diagnostician
[ ] Assoc. School Psychologist
[ ] School Psychologist
[ ] Speech and Hearing Th.
[ ] Supervisor
[ ] Visiting Teacher
[ ] _____

20. **FOR SCHOOL DISTRICT USE ONLY:**
Please evaluate to establish eligibility for individual's initial assignment in a Texas Public School:

_____ — _____
County-District Number

_____ _____
Subject/Assignment **Grade Level(s)**

Signature of Superintendent or authorized representative: _____

21. APPLICANT'S AFFIDAVIT (All Applicants must execute this affidavit.):

I swear (or affirm) under oath that:

A. I am a citizen of the United States of America or am aware that I must be legally admitted to the United States of America for permanent residence and file a Statement of Intention to Become a United States Citizen (TCER-023) before a certificate or permit will be authorized.
B. I believe in and will uphold the Constitutions of the United States of America and the State of Texas.
C. All course credits and degree(s) listed on transcript(s) submitted have been earned by me and granted to me at the institution(s) named.
D. I am aware that 19 TAC §141.5 authorizes the Texas Education Agency to suspend, revoke, or deny a Teacher Certificate to a person who has been convicted of a felony or misdemeanor if the crime directly relates to the duties and responsibilities of the teaching profession.
E. All the above statements to the best of my knowledge are true and correct.

Applicant's Signature: _____

Subscribed and sworn to before me this _____ day of _____, 19_____, at _____,

_____ County, _____.
(State)

(seal)

_____
Notary Public in and for

_____ County, _____
(State)

FOR VOCATIONAL PERMITS ONLY: To Be Completed by Superintendent or Authorized Representative. **Application for other than vocational permits must be submitted on form TCER-024.**

22. Professional Personnel Assignment: Check one and describe permit assignment below by entering codes selected from Bulletin 753, *Guidelines for School Personnel*, "Section 1—Certification, Appendix D, Teaching Permit Codes."

[ ] Original Permit [ ] Statement of Qualifications Submitted _____ (Date)

[ ] First Renewal [ ] Second Renewal [ ] Attended TEA sponsored workshop

Assignment Code(s):

23. Enter here the date on which the individual's teaching duties begin for the current school year:

Mo	Da	Yr

Enter here County and District Numbers:

_____ – _____
County-District Number

Check One:

[ ] College Plan for Removing Deficiencies (TCER-003) is enclosed.
[ ] Individual is eligible for evaluation by the Texas Education Agency.

24. SUPERINTENDENT'S AFFIDAVIT: I swear (or affirm) under oath that:

A. I have been unable to secure the services of an individual certified and qualified for the above specified assignment(s).
B. The individual named above is the best qualified, uncertified person available for the assignment(s).
C. The individual named above meets the requirements of the Texas Education Agency for individuals who are to work under permit.
D. The individual named above is known to me to be of good moral character and has affirmed belief in and loyalty to the Constitutions of the United States of America and the State of Texas.
E. All the above statements to the best of my knowledge are true and correct.

Signature of Superintendent or authorized representative: _____

Subscribed and sworn to before me this _____ day of _____, 19_____, at _____,

_____ County, Texas.

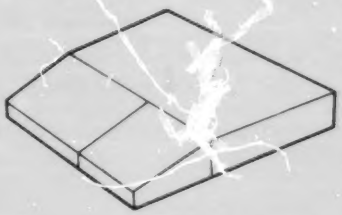
(seal)

_____
Notary Public in and for

_____ County, Texas

Chapter III

COOPERATIVE PROGRAM



The Office Education cooperative program offers young men and women the opportunity to receive on-the-job training in an office-related occupation in addition to classroom instruction related to the office training. Students who are employed 15 hours per school week receive three credit hours, while students employed 10 hours per school week receive two credit hours.

Student Eligibility

To be eligible for cooperative education, a student must be:

. . . a junior or senior

. . . at least 16 years of age

. . . interested in a business or office career

. . . able to furnish transportation to and from work

Responsibilities of a Cooperative Teacher

Cooperative office education units may be allocated on a 10- or 11-month basis. The additional month the cooperative teacher may work shall be utilized to solicit training stations, place students in employment, develop training plans, develop instructional materials, and other activities directly related to and for the purpose of improving the program. The cooperative teacher must:

. . . file weekly itineraries with the appropriate local school administrator covering the period of time when official activities are conducted away from the school campus

. . . visit each student training station at least eight times each school year, including at least one visit during each student grading period

A cooperative teacher needs administration, coordination, teaching, and public relations skills as well as the ability to maintain effective relationships with employers in various fields. The coordinator must select, counsel, and supervise students in school and at work. Above all, a coordinator needs to be a versatile and talented teacher, with the ability to adapt to a variety of changing roles and situations. On the following page is a table which lists the responsibilities of a cooperative teacher.

RESPONSIBILITIES OF A COOPERATIVE TEACHER

Teaching

Provides individualized instruction
- Essential elements
- Skills needed for their job

Provides battery instruction
- Basic characteristics
- Areas of instruction

Oversees youth organization work
- Leadership development
- Purposes and values
- Characteristics
- Organizational activities
- Competitive events

Evaluates

Public Relations

Promotes out-of-school relationships
- Employers
- Parents
- Employee organizations
- News media
- Civic organizations
- General public
- Advisory committee

Promotes in-school relationships
- Administration
- Faculty
- Students
- Supporting personnel

Exemplifies values of Cooperative Office Education

Coordination

Selects training stations

Selects students

Places students

Visits work stations

Consults employers as to progress of students

Organizes an effective advisory committee

Administration

Handles administrative responsibilities
- Community occupational study
- Student follow-up
- Legal responsibilities
- Records and reports

Evaluates program
- Instruction
- Coordination
- Relationships
- Administration

Training Stations

In selecting training stations, the teacher-coordinator should use the following criteria:

. . . reputable business and employer

. . . competent present employees

. . . progressive business with high standards of workmanship

. . . suitable working conditions pertaining to health, safety, and moral environment

. . . understanding and interested employer regarding the purposes of the cooperative program

. . . capable, interested supervisor who is willing to provide the student with the necessary constructive help on the job

. . . need for a part-time employee for at least fifteen hours a week during the school year

. . . comparable wage scale with similar occupations in the community

Training Plans

The original and one copy of the training plan should be sent to the educational specialist three weeks after a student is employed. The educational specialist will return one copy. The teacher should make three copies: one to give to the student, one for the employer, and one to keep in the student's folder. The front side of the training plan consists of:

. . . name of student-learner, employer, business establishment, school, training sponsor or supervisor, coordinator, and parents

. . . dates of beginning and ending of training period

. . . beginning rate of pay, proposed scale of increases during the school year, and working hours

. . . statement of student's career objective, including a brief description of the skills, aptitudes, and information necessary for a worker in the occupation

. . . responsibilities of the student-learner, the employer, and the school to the program of training

The back side of the training plan consists of:

. . . list of required essential elements for each occupational training area having essential elements described, as per the State Board Rules for Curriculum

. . . brief outline of the related study assignments that will be provided at school

In the appendix to this handbook, are six pre-printed forms which are recommended for use in completing the back side of the training plan. Simply complete the plan corresponding to the student's job title and attach the form to the training plan.

Teaching

Students should receive both individual and group instruction. The major portion of the classroom time should be devoted to individualized instruction related to the occupational intent of the student. On the recommended standardized training plans is a list of essential elements which should be completed by the coordinator in cooperation with the employer. Also on the training plan is a suggested course outline which coordinates with the training that students will receive on the job. The teacher will need to modify each training plan to meet the specific needs of each student. Some units should be taught by group instruction. These units are called battery units. Some battery units could be:

. . . Leadership

. . . Job Application Process

. . . Business Ethics

. . . Office Careers

. . . Human Relations

. . . Personal Development

. . . Planning and Organizing Work Activities

. . . Using Resources and References

. . . Safety

. . . Telephone Techniques

. . . Handling the mail

. . . Financial Responsibilities

. . . Language Usage

Employer Evaluation

During each reporting period, the employer should evaluate the student's work, attitudes, ability to perform, and ability to get along with others. The teacher-coordinator shall visit the training station at least eight times each school year, including at least one visit during each grading period. To aid in

this visit, a job rating sheet may be prepared. This sheet will help the coordinator to ask appropriate questions, and if time does not permit, the employer may complete the evaluation on his/her own. An employer should not be asked to rate the student on an A, B, C scale. Employers' evaluations will differ.

Compliance Statement

Federal law mandates that each year, prior to the beginning of school, the teacher-coordinator run an advertisement in the local paper stating the following:

> Students will be accepted and assigned to jobs without regard to sex, race, color, national origin, or handicapping conditions.

This advertisement should be kept in the teacher's file, and the compliance statement should also appear on brochures and other publications.

Student Learner Permit

Should the employer decide to pay the student-employee subminimum wages, the coordinator must complete a student learner permit. In completing this permit, the teacher-coordinator should keep in mind the following:

. . . The application must be mailed and postmarked prior to the student-learner's first day on the job.

. . . Student-learners must be 16 years of age.

. . . The total hours of school instruction (line 9) and the total hours of employment training (line 13) should total no more than 40 hours.

. . . Students are allowed to work only the total number of hours indicated in line 13 at subminimum wages. Any additional hours must be worked at minimum wage.

. . . Hazard Occupation Act will not allow students to work at hazardous jobs.

. . . The application form must be completed in triplicate.

. . . The application form must be completed in its entirety, or it will be returned.

. . . It is not recommended that students work for subminimum wages, but sometimes it helps a student receive the needed training.

. . . Inquiries should be made to:

U. S. Department of Labor
Employment Standard Administration
Wage and Hour Division
555 Griffen Square Bldg., Room 506
Dallas, TX 75202

Targeted Job Tax Credit

Targeted Jobs Tax Credit is designed to provide an incentive to employers to hire targeted groups who have a high unemployment rate or other special employment needs. Economically disadvantaged youth and handicapped students in cooperative education programs are among these groups. This credit (50% of the student's wage during the first year the student is working and 25% of the student's wage the second year) is for the employer to deduct from his/her income taxes. Currently, this credit has been extended until December 31, 1984.

To assist the employer in using Targeted Jobs Tax Credit, the teacher-coordinator should know the following:

. . . A two-part certification is required for an economically disadvantaged cooperative education student.

- Form 6199 certifying that the student is a cooperative student.
- Family Income Questionnaire to determine that the student is of an economically disadvantaged family.

. . . The employer must receive both certificates or request same in writing prior to the day the cooperative education student is employed. The written request for the certification shall be made to the participating school.

. . . The school will supply the certification regarding the student being enrolled in an eligible cooperative education program.

. . . The school will also gather and submit the necessary information regarding the student's eligibility as a member of an economically disadvantaged family.

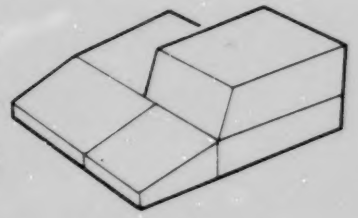
. . . The actual determination of eligibility as a member of an economically disadvantaged family will be made by the Texas Employment Commission.

. . . Correspondence should be sent to:

Texas Employment Commission
Special Programs Department
TJTC Unit
TEC Building
Austin, TX 78778

Chapter IV

PRE-EMPLOYMENT LABORATORY PROGRAM



The pre-employment laboratory program offers young men and women the opportunity to learn office procedures, data processing, or data entry through a simulated office classroom. The primary purpose of the lab is to train students for entry-level positions in office occupations. The lab may be one or two hours a day.

Responsibilities of a Pre-employment Lab Teacher

A pre-employment lab teacher needs to have administrative, teaching, and public relations skills. Below is a chart which indicates the instructor's responsibilities in each area:

Teaching

Informs students of classroom policy and procedures

Provides battery instruction
- Basic instruction
- Areas of instruction
- Essential elements

Provides individualized instruction
- Essential Elements
- Areas of student's career objectives

Oversees youth organization work
- Organization activities
- Purposes and values
- Membership
- Correspondence
- Projects
- Minutes
- Conferences
- Leadership development
- Competitive events

Establishes testing and grading procedures

Public Relations

Exemplifies values of Office Education

Promotes out-of-school relationships
- Parents
- News media
- Civic organizations
- General public
- Advisory committees

Promotes in-school relationships
- Students
- Faculty
- Administration
- Supporting Personnel

Administration

Handles administrative responsibilities
- Community occupational study
- Student follow-up
- Legal responsibility
- Records and reports

Utilizing a two-hour Period

Many pre-employment labs are two hours, so in order to keep the students interested, the teacher may consider the following suggestions:

. . . Lecture only one hour and individualize one hour.

. . . Use a variety of teaching strategies to keep the students motivated.

. . . Use hands-on methods often.

. . . Plan in advance. It takes much planning for two hours of i ruction.

. . . Provide supplies that are easily accessible to students.

. . . Provide written assignment sheets for students because it is impossible for the teacher-supervisor to give instructions to each student.

. . . Provide an office environment and serve as an office supervisor instead of as a teacher.

. . . Have students act as receptionist and office managers.

For the new teacher, below is a sample of what could be done during the first two weeks with a two-hour laboratory.

Sample

First Week

Day 1-First Hour	Second Hour
Fill out school forms. Introduce OE and OEA. Get acquainted.	Show students around classroom. Introduce machines.
Day 2-First Hour	**Second Hour**
Pre-test on skills	Short assignment on all machines. Rotate all students.
Day 3-First Hour	**Second Hour**
Overview of OEA Discuss classroom policies.	Review of typing
Day 4-First Hour	**Second Hour**
Orientation to world of work	Review of typing
Day 5-First Hour	**Second Hour**
Introduce students to reference materials, supply cabinets, use of supplies and care of equipment.	Open discussion

Second Week

Day 1-First Hour	Second Hour
Introduce rotation plan and explain assignment sheet.	Start rotation plan.
Day 2-First Hour	**Second Hour**
Orientation to office careers	Rotation plan
Day 3-First Hour	**Second Hour**
Careers	Rotation plan
Day 4-First Hour	**Second Hour**
Rotation plan	Careers
Day 5-First Hour	**Second Hour**
Rotation plan	Review of office manager and receptionist

BEST COPY AVAILABLE

Group Instruction

Several units of Office Education may be taught by group instruction. These units are called battery units. Battery units are units, taught through group instruction, that all students will need regardless of their career objectives. Some of the battery units taught by conventional methods are:

. . . Leadership

. . . Job Application Process

. . . Entrepreneurship

. . . Business Ethics

. . . Office Careers

. . . Human Relations

. . . Personal Development

. . . Planning and Organizing Work Activities

. . . Using Resources and References

. . . Safety

. . . Telephone Techniques

. . . Handling the Mail

Individualized Instruction

In individualized instruction, the teacher-supervisor should make sure students are rotated to all equipment or work stations related to the student's interest or career objective at least once during the year. Students' work should be individualized at these stations. Some students will be able to complete the project within two or three days, while others may not complete the work within a week. Avoid giving the faster student busy work. Try to provide training that is more technical and at a higher decision-making level. This additional training will aid in successful implementation of a rotation plan. On the following page is a sample rotation plan.

Sample

Rotation Plan

Student's Name	WEEKS 1	2	3	4	5	6
1. _____	TT	TM	MI	WP	TM	DC
2. _____	PC	TT	TM	MI	WP	TM
3. _____	DP	PC	TT	TM	MI	WP
4. _____	TM	DC	PC	TT	TM	MI
5. _____	WP	TM	DC	PC	TT	TM
6. _____	MI	WP	TM	DC	PC	TT
7. _____	OF	MI	WP	TM	DC	PC
8. _____	REC	OF	MI	WP	TM	DC
9. _____	TT	REC	OF	MI	WP	TM
10. _____	PC	TT	REC	OF	MI	WP
11. _____	DC	PC	TT	REC	OF	MI
12. _____	TM	DC	PC	TT	REC	OF
13. _____	WP	TM	DC	PC	TT	REC
14. _____	MI	WP	TM	DC	PC	TT
15. _____	TM	MI	WP	TM	DC	PC

TT Typing
PC Printing Calculator
DC Display Calculator
TM Transcribing Machine
WP Word Processing
MI Microcomputer
OF Office Manager
REC Receptionist

Evaluation

The students' primary interest in every class is how they are going to be evaluated. The State Board of Education Rules for Curriculum states students should be evaluated on a 0-100 scale with 70 and above receiving course credit. At the beginning of the year, you should establish the grading system for your class. Consideration should be given to how individualized instruction, battery instruction, attendance, attitude, etc., will affect the students' grades for the grading period.

In evaluating students on their individualized instruction, it is impossible to evaluate each job assigned. Therefore, on some assignments, answer sheets should be given to the students so they may check their answers with the teacher's key. On some assignments, the teacher should grade for specifics. For instance, grade one paper for proofreading, one for typographical errors, one for format, etc. Since students will not be completing the same assignments, students should be given a grade sheet. On the following page is a sample of a grading sheet. Remember to grade a student on an individualized basis, not against what other students have accomplished.

Instructional Materials

There are two types of instructional materials: commercial and teacher-prepared materials. Some sources of commercial materials are: handouts, information sheets, transparencies, etc. The Occupational Curriculum Laboratory provides office education curriculum guides to assist the teacher with instructional units which could be taught.

In selecting instructional materials, the teacher-supervisor should consider:

. . . the subject matter

. . . the students' abilities

. . . the time available

. . . the goals and objectives

. . . the tools necessary

. . . the funds available

In previewing material, the following questions should be asked concerning the material:

. . . Will it meet the lesson's objectives?

. . . Will it motivate the students?

. . . Is the vocabulary understandable for the students?

. . . Are the materials being used similar to those used on the job?

. . . Is the equipment to be used in good operating condition?

Sample

Student's Grade Sheet

NAME:_____ CLASS PERIOD: _____

BEGINNING DATE:_____ ENDING DATE:_____ SIX WEEKS: 1 2 3 4 5 6

PROJECT	STARTED	GRADES	FINISHED

ATTENDANCE (1/5) _____
ATTITUDE GRADE (1/5) _____
CLASSWORK (2/5) _____
_____
TESTS (1/5) _____
_____
SIX WEEKS AVERAGE *_____

SIX WEEKS GRADE:
SIX WEEKS AVERAGE _____
(3/4) _____
_____
_____
SIX WEEKS TEST _____
FINAL AVERAGE = _____

Each year, instructional materials used should be reviewed and re-evaluated. New materials are placed on the market each year. These materials should be reviewed and possibly used by the pre-employment laboratory teacher. Teacher-prepared materials should be updated and kept current with new trends and procedures in business.

Essential Elements

To aid in identifying the areas of instruction for office education the State Board of Education has adopted the following essential elements for office education:

. . . essential elements for all vocational programs

. leadership concepts and skills

identify characteristics and responsibilities of leaders and effective group members

participate in orderly meetings conducted according to parliamentary procedure (optional in occupational orientation)

function effectively on committees (optional in occupational orientation)

plan and conduct leadership activities; and

prepare for effective citizenship and participation in our democratic society

. concepts and skills related to successful employment

develop an awareness of employment opportunities in chosen field

practice correct procedures for job application and interview

develop the ability to take and follow both oral and written directions

practice punctuality and dependability

observe rules and standards of the work place

demonstrate an ability to work with others harmoniously

develop responsibility and the ability to follow through on assigned tasks; and

exhibit productive work habits and attitudes

. concepts and skills associated with entrepreneurship

recognize opportunities and options for business ownership

identify entry-level procedures, planning processes, and terms needed to open a business; and

develop an understanding of the role of small business in the free enterprise system

. . . Objectives for these elements must be modified to suit the needs and abilities of individual handicapped students, disadvantaged students, and those with limited English proficiency.

. . . Office education (1, 2, or 3 units) shall include the following essential elements:

. Concepts and skills related to all office occupations. The student shall be provided opportunities to:

identify and practice ethical business procedures

develop an understanding concerning careers in office occupations and levels of competency

apply the basic concepts of human relations in all types of interpersonal relationships

identify components of personal development as they relate to career plans

prioritize and organize work efficiently

identify and use resources and references available

identify the different types of business forms and reports and procedures for processing them; and

demonstrate basic knowledge and usage of business machines

. Concepts and skills involved in financial responsibilities. The students shall be provided opportunities to:

demonstrate the ability to add, subtract, multiply, and divide whole numbers, fractions, and numbers containing decimals

maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks; and

apply the principles of record keeping

. Concepts and skills necessary for effective communication. The student shall be provided opportunities to:

identify and use correct techniques when using the telephone for business purposes

prepare effective written communication

identify and apply correct language usage skills in business; and

become familiar with word processing and computer terminology

. Concepts and skills related to safety and safe working conditions. The student shall be provided opportunities to identify, understand, and apply safe working practices and procedures to all office training situations.

. specific occupations being taught

. . . Secretarial and general office (1, 2, or 3 units) shall include office education core elements and the following essential elements:

. Concepts and skills involved in keyboarding in secretarial and general office. The student shall be provided opportunities to:

recognize proofreader's marks and use them in editing

select appropriate tools for correcting errors and use them correctly

demonstrate procedures necessary in preparing mailable letters, envelopes, and packages; and

understand methods of transmitting information electronically

. Concepts and skills necessary for records control and management in secretarial and general office. The student shall be provided opportunities to:

identify correct usage in applying terminology and procedures for indexing, coding, and filing using the alphabetic, numeric, subject, and geographic systems

understand procedures for controlling manual and automated records; and

understand and demonstrate the procedures of handling incoming and outgoing mail

. Concepts and skills necessary for the operation of office machines in secretarial and general office. The student shall be provided opportunities to:

employ the touch system for computation of simple and complex mathematical problems using the electronic calculator

understand and demonstrate skills needed in operating copy machines; and

demonstrate the process required in operating data/word processing equipment

. Concepts and skills involved in financial responsibilities. The student shall be provided opportunities to:

maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks; and

apply the principles of record keeping

. . . Word processing (1, 2, or 3 units) shall include office education core elements, secretarial and general office elements, and the following essential elements:

. Concepts and skills related to word processing. The student shall be provided opportunities to:

demonstrate proficiency in business English

identify and apply correct format for business correspondence and documents

demonstrate proficiency in spelling and proofreading

demonstrate proficiency in dictation and transcription

identify and understand terminology used in word processing

demonstrate proficiency in using word processing equipment

demonstrate, classify, and sequence procedures in word processing

understand computer terminology as it relates to word processing

update word processing and computer terminology; and

identify new and current developments in equipment

. . . Office duplicating practices (1, 2, or 3 units) shall include office education core elements and the following essential elements:

. Concepts and skills related to general safety needs and regulations. The student shall be provided opportunities to recognize and demonstrate general safety in the laboratory.

. Concepts and skills related to office duplication. The student shall be provided opportunities to:

understand and demonstrate image processing for duplicating

demonstrate the procedures and equipment used in completing layouts and masters for duplication; and

demonstrate the procedures used in operating duplicators

. Concepts and skills related to supplementary machines. The student shall be provided opportunities to understand and demonstrate the use of the machines used in bindery operations.

. Concepts and skills related to typewriting. The student shall be provided opportunities to demonstrate the ability to keyboard materials for duplication.

. Concepts and skills related for electronic calculator. The student shall be provided opportunities to demonstrate the ability to solve mathematical problems using the touch method.

. Concepts and skills related to filing. The student shall be provided opportunities to identify the correct procedures in alphabetic filing.

. . . Bookkeeper (2-3 units) shall include office education core elements and the concepts and skills in handling general bookkeeping duties. The student shall be provided opportunities to:

. enter and verify details of transactions in chronological order in journals

. summarize details on separate ledgers and transfer data to general ledger using manual or automated procedures

. balance books and compile statistics to prepare required financial reports

. identify terms, characteristics, and procedures in maintaining a petty cash fund

. maintain a checking account, including making deposits, writing checks, endorsing checks, reconciling bank statements, and filing cancelled checks

. prepare a payroll including computing gross and net pay, withholding social security, and other payroll forms

. prepare required tax reports; and

. maintain customer ledger cards and handle monthly billings

. . . Stock inventory clerk (2-3 units) shall include office education core elements and the concepts and skills related to stock inventory clerk. The student shall be provided opportunities to:

. identify stock inventories and records systems

. understand procedures in compiling, comparing, checking, and verifying orders

. understand procedures for stock ordering and reordering

. demonstrate procedures for completing purchase requisitions

. understand procedures for materials inspection and recording shortages, errors, or damages; and

. understand procedures in handling credits, returns, and back orders

. . . Office education. In addition to the courses described in the previous six subsections, schools may offer office education in any of the occupations listed in this section or in those justified by employment needs. The following may be offered:

. medical secretary

. legal secretary

. insurance clerk

. banking and related financial employee; and

. business data entry

. . . Data processing (1, 2, or 3 units) shall include the following essential elements:

. Concepts and skills related to general data processing. The student shall be provided opportunities to:

demonstrate comprehension of data processing terms

understand aspects of input and output; and

understand the major components of data processing systems

. Concepts and skills related to data entry. The student shall be provided opportunities to understand and demonstrate the use of data entry equipment

. Concepts and skills related to programming and languages. The student shall be provided opportunities to:

apply the concepts of logic to programming problems

translate the applied solution into a common programming language; and

demonstrate the ability to debug and audit a solution

. Concepts and skills related to data representation and storage. The student shall be provided opportunities to:

demonstrate knowledge of computer numbering systems, data codes, and basic concepts of data storage; and

establish random and sequential file structures

. Concepts and skills related to computer operations. The student shall be provided opportunities to:

demonstrate the use of computer equipment

demonstrate the use of job control language; and

schedule and process requests to minimize the operational steps and run time

Classroom Organization

A large number of resource materials may be easily acquired for use in the Office Education classroom. However, materials lose their value unless they are readily accessible. In organizing the OE classroom, the teacher should select systems that arrange resources in efficient, attractive ways. The organization and decoration of the classroom should express the message: "OE is important and exciting." The following sections provide hints and suggestions for organizing the classroom and developing a filing system.

Physical Arrangement

The classroom should be arranged as similarly to an office atmosphere as feasible. To achieve this look, cluster students' secretarial desks to provide for a receptionist and office manager area. In addition, a teacher's desk, filing cabinets, bulletin board, chalkboard, and storage for instructional materials, supplies, and teaching aids should be provided.

Equipment, supplies, and instructional resource materials should be arranged and stored so that they are easily accessible to the teacher and students. The equipment and work areas may vary according to the size of the classroom and the individual needs of each teacher.

Filing System

An efficient filing system can be the "backbone" of any teacher. Materials should be filed so that they can be easily located by the teacher or students. A filing system can reduce classroom clutter, promote efficient use of time, and promote safe storage habits.

Use sturdy file cabinets and store the following materials in labeled folders:

. . . Instructional Materials

- . Transparency masters
- . Duplicated activity sheets
- . Answer sheets

. . . Individual Student Folders

- . Personal information
- . Permission slips
- . Progress charts

. . . General Records

- . Inventory lists

. Requisitions

. Follow-up records

. Grade sheets

. Travel forms

. Correspondence

. Resource and reference materials lists

. Miscellaneous

Student Records

To assist the teacher in completing forms and keeping up with past and present students, files should be maintained on each student. The student competency profile is a quick and easy reference.

These profiles are printed on file-type folders designed for individual student use. The front of the profile should be completed by the student at the beginning of the year. Inside the profile, specific job competencies for particular office education areas are listed.

Classroom Policies and Procedures

In establishing classroom policies and procedures, establish only rules you intend to enforce. Make these rules positive instead of negative. For example:

. . . Negative: Do not sit on desks or tables at any time.

. . . Positive: You may sit only on the chairs provided for you.

Be sure that school policies are included. Keep policies and procedures to a minimum. Below is a sample of policies and procedures for classroom management:

1. Attendance--Attendance is a must for all OE students. Frequent absenteeism is regarded by employers as a reason for dismissal. Should you be sick, you must call in sick.

2. Tardiness--Promptness to OE class is expected as it establishes good work habits for the office worker.

3. Attitudes and Work Habits--Your attitude toward work assignments, suggestions from the instructor and relations with other students in the classroom are indications of your ability to succeed on the job or adapt to the world of business. It is necessary to exhibit healthy, cheerful attitudes and responsible work habits during all class sessions. Each six-week period will include a grade for attitude and work habits, as they are so vitally important to your training in OE.

4. Equipment and Supplies--The equipment and furnishings of your classroom are expensive and must be properly maintained in order for the program to continue to exist. You are responsible for the work area and the machines at your desk. Leave your work area clean each day--put all trash in the containers provided, replace any reference books you have used, and put your chair under your desk when you leave. A part of your attitude and work habits grade will be based on how well you care for equipment and supplies.

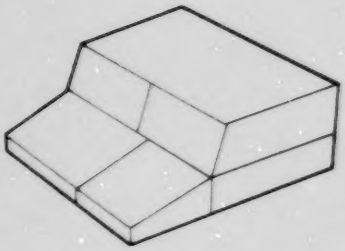
5. Student Supplies--You will need to furnish your own typing erasers, typing paper, notebook binders (the official OEA notebook), and any other incidental items deemed necessary by your instructor.

6. Office Manager--Every three weeks, a student will be assigned the job of office manager as a part of his/her training. The office manager's responsibilities are checking attendance, keeping account of supplies and reordering when shortages occur, checking work areas of all students at the end of each class period, and assisting the instructor with paper work. The office manager will assign to students work requested by other persons. Students in general will be evaluated on their ability to cooperate with the office manager and comply with his/her requests. The office manager will receive credit for carrying out this responsibility. An assistant or alternate will be assigned to perform these duties in the absense of the office manager. Any malfunction of a machine or any supply request should be reported to the office manager.

7. Receptionist--A receptionist will be appointed from each class to serve for three weeks. Duties include answering the telephone, handling office callers, referring outside work to the office manager, and doing specific jobs in indexing, filing, and typing for the OE instructor. The receptionist may also be responsible for the bulletin board. When not involved in receptionist duties listed above, the receptionist is expected to work on an assignment.

Chapter V

ADVISORY COMMITTEE



A vocational advisory committee is a group of employers and employees from outside the field of education who advise educators on the establishment and maintenance of vocational programs. This committee is to assist the vocational teacher rather than determining program policies. The State Board of Education requires each educational institution which receives Federal vocational funds to establish a district-wide advisory committee for vocational education. It is recommended that the office education teacher have a separate advisory committee. The information that follows should aid the office education teacher in establishing an active advisory committee.

History

The passage of the Smith-Hughes Act in 1917 set the stage for advisory committees by recommending that the views and opinions of practitioners be included in vocational education planning. The 1968 Amendment to the Vocational Act of 1963 established Federal and state advisory councils but did not require the utilization of local advisory committees. More recently, the Education Amendment of 1976 mandated the establishment of local advisory committees for vocational education. However, it is the people, not the law, who make advisory committees effective.

Purpose

The purposes of the advisory committee are:

. . . to provide a link between the community and school for the purpose of maintaining and improving vocational education programs

. . . to provide advice to help keep the school program relevant to the needs of the community

. . . to update tasks to be taught and equipment to be used

The committee has no administrative or legislative authority, and members should understand that the control of educational policy remains with the local school staff and the board.

Role of the Teacher

The role of the teacher is:

. . . to select members for the advisory committee

. . . to inform the members of the initial meeting

. . . to act as a temporary chairperson

. . . to implement suggestions by the committee or explain why recommendations cannot be implemented

. . . to recognize and show appreciation to committee members

. . . to act as secretary of the advisory committee

Membership

An advisory committee should consist of approximately five to seven members to maintain flexibility and effectiveness, depending on local conditions (such as size of the program and the community). The committee should have appropriate representation of both sexes and of the racial and ethnic minorities found in the schools, community, or region which the local committee serves. The most productive advisory committee member is usually a person actively engaged in civic affairs. Businesspersons will be enthusiastic about serving on an advisory committee if the teacher-coordinator is enthusiastic and dedicated to the committee concept. The membership should not be limited to those who provide training stations or who have hired graduates of the program.

Selection

Steps in selecting committee members are as follows:

. . . Secure administrative approval for organization of committee.

. . . Seek official recommendations for committee membership from appropriate organizations.

. . . Investigate recommended individuals.

. . . Select committee members by teacher-coordinator with approval of superintendent.

. . . Make appointments official.

. . . Inform recommending agencies.

. . . Release news.

Committee members should be selected on the basis of the following criteria:

. . . knowledgeable in related occupational area

. . . interested in program

. . . willing to serve

. . . possessing technical expertise

. . . exhibiting leadership ability

Committee members should be selected from the following areas:

. . . employment service

. . . chamber of commerce

. . . large business

. . . small business

. . . management

. . . parents

. . . government agency

. . . students

School administrators, business education teachers, and office education teachers should serve as ex-officio members of the advisory committee.

Appointment

When all processes of selection have been completed to the satisfaction of school officials and the school board, the administrator should make the appointments official and notify the appointees. The official apoointments should be made in letters in which the conditions of the appointments and the functions of the committee are briefly described. In most cases, the office education teacher will compose this letter for the administrator. The letters should clearly state that the appointees are to accept or reject the appointments within a given period of time. Notice of the first meeting may be enclosed with the letter.

Sample

(Current date)

Mr. John Doe
Metropolitan National Bank
459 End Street
Anywhere, TX 99999

Dear Mr. Doe:

It is my pleasure to ask you to serve as a member of our Office Education Advisory Committee. You have been selected because of your extensive experience and knowledge of business and office procedures. Your appointment, if accepted, would be for a period of one year.

This Office Education Program has been established to help better prepare our students for careers in office occupations. A brochure is enclosed which might explain some of the major features of the program.

Your acceptance of this appointment will be of great value to our school district. Through the activities of the members of this committee, assistance will be given to the promotion of this program by the businesspersons and other members of the community.

The first meeting will be held on (date of meeting) at (time of meeting). The meeting will be held at (name of place and address). The enclosed agenda will give you an idea of what will be discussed at this meeting.

Sincerely yours,

B. U. Smith

Bill Smith
Superintendent

tlp

Enclosure (2)

Please contact Mrs. Sue Clark at Anywhere High School (999-9999) by (date) if you do not feel you will be able to serve on the committee.

Term

A regular system of selecting replacement of members is preferred. A committee with rotating terms of office injects new people with fresh, enthusiastic ideas and familiarizes an increasing number of people to the program.

Provisions should be made for staggered terms of appointments. Members are appointed for a definite term, generally one to three years, maintaining an experienced member on the committee at all times.

Meetings

Each council member should receive a written notice of the meeting with a tentative agenda. To be sure that the members are notified of the meeting, the teacher-coordinator should telephone each one as a reminder of the time, location, and details of the meeting. Physical and organizational preparation should be completed in advance by the teacher-coordinator.

Scheduling

Meetings should be scheduled only when pertinent questions, issues, or recommendations need to be discussed or when key reports are to be made.

The first meeting of the school year should be held within thirty days of the beginning of school or within thirty days of the date of the appointment of the committee members.

When the committee meets for the first time, it decides how many times it will meet. At least two meetings should be held a year (supplemented by the coordinator's seeking counsel from individual members informally during the school year), but no more than one meeting per month should be held. Meetings should not be too long.

Schedule the meetings at a convenient time for the members. Breakfast, luncheon, or evening meetings are possible times.

Agenda

The coordinator, in cooperation with the chairperson, prepares the agenda and sends it to each member before the meeting. The agenda usually includes from three to five new items of discussion. The agenda should not be routine; operational questions that arise should be handled through personal contact or by phone. In its meetings, the advisory committee should focus its attention on areas for which advice is needed.

Sample

I. Introduction of members

II. Explanation of office education

III. Responsibilities and functions of an advisory committee

IV. Explanation of terms of appointments

V. Election of chairperson and secretary

VI. Selection of meeting place and time for next meeting

VII. Adjournment

First Meeting

The main purpose of the first meeting is to acquaint members with their duties and responsibilities. Business and social activities may be included. The initial meeting should adjourn promptly. Minutes should be recorded and sent to each member.

The following items should be included in the first meeting:

. . . introduction of members by the teacher-coordinator who acts as temporary chairperson

. . . explanation of cooperative vocational education program and the need for an advisory committee

. . . definition of responsibilities and functions of advisory committee

. . . definition of term of appointment of members

. . . selection of meeting place and time

. . . election of chairperson

Other Meetings

Any topic relative to the program is acceptable for discussion. Some possible topics for discussion at subsequent meetings are as follows:

. . . locating and selecting training stations

. . . developing employment opportunities among businesses

. . . setting criteria for student selection

. . . assisting in development of instructional materials

. . . advising on equipment requirements

. . . setting local training standards

. . . relating instruction to the needs of the community

. . . approving training plan content and training agreements

. . . recommending criteria for evaluation of students and program

. . . publicizing the program

Minutes

The minutes of the meeting serve as an official record of the activities of the committee. Copies of the minutes should be distributed to all members and school officials who have the authority to implement the recommendations of the committee.

The minutes should include the date, time, and location of the meeting, the presiding officer, the members present, dates of future meetings, and time of adjournment. In addition to summarizing the regular business and discussion, the minutes should provide a detailed account of motions, recommendations, and significant points of discussion.

Sample

MINUTES

Office Education Advisory Committee

October 7, 19xx

The following people were in attendance at the first breakfast meeting held in the Tropicana Room at LaGranada on Oct. 7, 19xx:

Mr. Dan Winn
Mrs. Amelia Molina
Mr. Leonard Thielen
Mr. Joe Trevino
Mrs. Marilyn Hodges
Mr. Joe Howell
Mrs. Sylvia Bulado
Mrs. Jan Smith

The meeting was called to order by Mrs. Jan Smith, OE coop teacher, temporary chairperson.

Mrs. Jan Smith introduced the committee members to the committee. Breakfast was served while the members became acquainted with each other.

After breakfast, Sylvia Bulado, OE pre-lab teacher gave a brief explanation of the OE program.

Mr. Leonard Thielen, Vocational Director, then explained to the committee members the responsibilities and functions of the committee. Afterwards, Mrs. Smith explained why members were asked to serve three years, two years, or one year.

Mr. Dan Winn was elected chairperson by acclamation. Mrs. Amelia Molina was elected secretary by acclamation.

It was decided that the next meeting will be held in January. Mr. Winn, Mrs. Smith, and Mrs. Bulado will get together prior to the meeting to discuss the agenda, place, and time of the meeting.

There being no further business, the meeting was adjourned.

Respectfully submitted,

Mrs. Amelia Molina
Advisory Committee Secretary

Benefits

Major efforts of a properly organized and operating occupational advisory committee generally are and should be focused upon benefitting the student. In addition, the teacher, school, business community, and the committee members themselves will benefit.

Students

The committee will benefit the students by:

. . . providing recognition, such as awards, to outstanding students

. . . supporting and becoming involved with the student organization

. . . enriching and making relevant the course of study

Teacher

The committee will benefit the teacher by:

. . . providing information regarding new technology in the field

. . . assisting in the purchase of new equipment and supplies

. . . providing guest speakers and arranging field trips for the OE students

School

The committee will benefit the school by:

. . . assisting in obtaining needed equipment

. . . placing students in part-time work during school year or summer vacation

. . . reviewing course content to ensure relevancy

Business Community

The business community will benefit from the committee by:

. . . assuring that the course standards are realistic and in line with the current industry needs

. . . being involved in the development of relevant curriculum

Committee Members

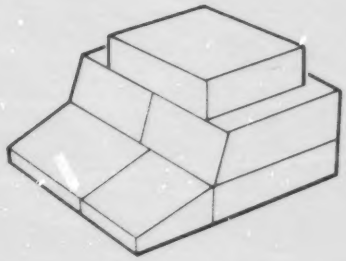
The committee members will be benefitted by:

. . . the leadership abilities members may develop through participation

. . . the recognition they receive from their fellow citizens for services provided

Chapter VI

PUBLIC RELATIONS



Effectively publicizing office education programs is one of many responsibilities. Whether the program is an ongoing one or if it is new, students, parents, faculty, administration, and the general public should be informed about its purposes and operations.

School Personnel

It is important to maintain good public relations with school personnel. For the program to succeed, a favorable attitude among administrators, counselors, and faculty needs to be established by keeping everyone informed about the activities of the program.

Administrators

A strong foundation for good public relations should be built with the school administration. Students can be an effective tool in promoting the program to the administration, school district, and community. This foundation, combined with enthusiasm and good job performance, impresses not only the superintendent, but also the principal and school board. By maintaining open channels of communication, the administration can be informed of the Office Education program.

Counselors

Maintain a cooperative spirit with the guidance personnel in your school. Counselors can get negative feelings if they believe the vocational teacher is taking over the responsibilities which rightfully belong to them. Make an effort to work closely with guidance personnel to gain their support and confidence.

The following suggestions may help a teacher maintain a good working relationship with counselors:

. . . Get to know the counselor.

. . . Provide the counselor with information about your program.

. . . Assist in career day/week for the school.

. . . Provide career information.

. . . Develop a cumulative record and place in each student's folder (interests, aptitudes, etc.) and forward to the counselor.

. . . Inform counselors of student needs.

. . . Ask for suggestions and criticism to improve the overall program.

. . . Have vocational counselor to speak to students on the benefits of the program.

Faculty

Another vital aspect of the public relations program is enlisting the support of faculty members. Gaining their support requires a continuous, patient, and sincere effort.

The following suggested activities may help to maintain goodwill among faculty:

. . . Be friendly and sincere with all faculty.

. . . Recognize accomplishments of other teachers.

. . . Volunteer for a fair share of extracurricular activities.

. . . Be tactful and diplomatic.

. . . Engage in professional school activities.

. . . Publicize only the accomplishments of the program, not what is being planned.

. . . Occasionally ask favors of other teachers, particularly in regard to recommending desirable students for your program.

. . . Thank teachers for favors, letting them know they made contributions.

. . . Encourage academic faculty to have students incorporate occupational information in reports, papers, etc., to assist the students in seeing and experiencing relationships (e.g., math and English).

. . . Be businesslike and thorough in conducting the program.

. . . Consult with other teachers concerning problems.

. . . Be prompt in making school reports, which should be neat, orderly, and correct.

. . . Admit when you are wrong without hedging or offering excuses.

. . . Avoid arguing a point even when knowing who is correct.

. . . Never make degrading remarks about general education philosophy, objectives, or methods.

. . . Remain outside arguments or controversial questions.

. . . Try to be objective to both sides of any question rather than opinionated or dogmatic.

. . . Avoid petty gossip or joining in cliques within the faculty.

Parents

Maintaining good public relations is important if parents are to become familiar with Office Education. Encourage parent support by having group conferences, by distributing pamphlets describing the program, or by presenting information about various office careers through a local parent-teacher organization meeting. Parents may also be used as resource people when possible.

Group Conferences

Parents are generally curious about what and how their children are being taught. One of the best ways to answer questions of parents about the program is to invite them to a group conference. These conferences allow the parents and teacher to get to know each other better and for parents to be made aware of the aims and objectives of the course. These conferences are neither the time nor the place to discuss individual children, their attributes, or problems. The group conference can be a one-time get-acquainted meeting, or it can be a regularly scheduled student-centered discussion group.

Individual Conferences

In certain instances, individual conferences with parents are helpful. These conferences usually begin where other contact methods end. The parent brings to the conference an understanding of what the student is like at home, and the teacher brings an insight into the student at school. With those two perspectives in focus, everybody gains--especially the student.

Individual conferences require even more preparation than group conferences, but if they are well planned and tactfully conducted, your work will become easier and more effective. Conferences help both teacher and parents to understand many problems. They usually result in cooperative planning for the student, and they win understanding and respect from the parent for yourself and the school.

Suggestions for a productive individual teacher-parent conference include the following recommendations:

. . . Make careful preparation by determining goals.

. . . Ensure privacy.

. . . Have an informal setting.

. . . Set a time limit.

. . . Encourage the parent to talk.

. . . Listen attentively.

. . . Overlook parents' critical remarks.

. . . Begin on a positive note.

. . . Develop an attitude of mutual cooperation.

. . . Let suggestions come from the parent.

. . . Build on parents' suggestions.

. . . Summarize points covered.

. . . Make plans together.

. . . End on a note of continuing cooperation.

. . . Make notes after parent leaves.

Classroom Visitation

Make an effort to encourage parents to visit the school. One visit to your classroom can make a stronger impression, create more understanding, and develop stronger personal relationships than many letters or news reports. When parents arrive, introduce them to pupils and colleagues. Assure them they are welcome by expressing appreciation for their presence. When parents contribute a service, report the fact to the press and newscasters and send letters of appreciation. Such personal recognition provides satisfying rewards which may encourage further participation.

General Activities

The following list provides suggestions for improving public relations with parents:

. . . Invite parents to Open House and other special events by sending a letter well in advance of the event.

. . . Enlist parents' cooperation in specific class projects.

. . . Send a special invitation to parents of students participating in programs.

. . . Host a parent-student reception or banquet.

. . . Supplement regular grade-reporting with individual achievement reports.

. . . When a student's name is in the school paper, send a copy to the parents.

. . . Invite parents to speak to the class if they have an appropriate presentation.

. . . Send special invitations for parents to accompany your class on field trips or visit on days when there will be a scheduled guest speaker.

. . . Become active in the local parent-teacher organization.

. . . During a special event, such as National Vocational Education Week, present a program on Office Education to the parent-teacher organization.

Media

There are several methods of communication you may utilize. The newspaper represents the greatest medium for reaching everyone in the community. However, other media include letters, radio, and television.

Although everyone does not have the ability to write clever sentences or devise catchy phrases, the ability to create effective material can be cultivated. With just a little practice in using simple formulas, any teacher can learn to communicate effectively with the public. It takes skill in learning to recognize what is noteworthy and worth publicizing.

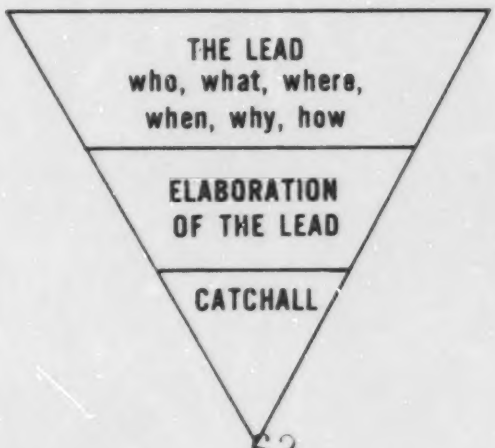
Newspapers

News is anything that affects the lives of a number of people or will attract their interest. It tells readers something they did not know before, and it describes action. Sensitize yourself in staying alert for story ideas which will interest a wide variety of readers.

News Story

The news story presents facts to the reader in a concise and simple manner. To write a good news story, use the "inverted pyramid" style of writing. This three-part pyramid begins with the most important part--the lead--at the top. Following in order of importance are the middle, or elaboration, and the bottom or the catch-all.

BUILDING A NEWS STORY



The lead usually answers all or part of six questions: The who, what, where, when, why, and how. The middle elaborates or explains the lead. The bottom gives additional information not essential to the story, but which provides interesting facts. Sometimes if a story is too long for the space available, the editor will leave out the last paragraph or so. Thus, it is essential to write information with this in mind so that important facts appear in the first part. If parts are deleted, the item still "makes sense."

In writing news stories, remember two things:

. . . Names make news, so give complete names, and always be sure to spell them correctly.

. . . It is better to include too much than not enough. Let the editor delete.

Feature Story

A feature story or a featurette (short feature) is an account of something of unusual interest. This is often useful in giving added emphasis or calling attention to an Office Education program or project.

The feature story usually follows the upright pyramid pattern, which also has three parts. The lead is a short sentence or paragraph to catch the reader's attention and serves as a guide to the body of the story. The middle is the body of the story, which answers questions in the reader's mind and holds his/her interest. The bottom contains the conclusion to drive home the main point of the story.

DEVELOPING A FEATURE STORY

The following offer feature possibilities:

. . . Personality sketch. This usually is concerned with achievement. It can describe the subject's personality and show how the individual achieved success. The sketch can also give ideas that might help a reader solve problems. It centers on one person whom the teacher or student would interview.

. . . Personal experience story. Uniqueness will attract the reader to this type of story. It may involve a student's or teacher's experience and may be told in first or third person. The article could be about an unusual or interesting field trip or a different activity done in class.

Copy

Some points to keep in mind when preparing articles include the following:

. . . Identify the topic or title at the top left-hand corner of the page.

. . . Leave space for the editor to write a headline.

. . . Put the contact person's name and telephone number on the first page.

Pat Brown, Teacher
Office Education

Anywhere High School
Anytown, Texas 77777
444-3322

October 20, 19xx
FOR IMMEDIATE RELEASE

Story: Business Tour Taken by Office Education Students

. . . Always give exact date in a news release: "June 10" rather than "next Thursday" or "tomorrow." Specify "October," not "next month." Double-check date and day of week on calendar.

. . . Be sure to double- or triple-space all copy submitted.

. . . List the address as well as the name of the meeting place.

. . . Use easy-to-understand words.

. . . Use figures for numbers above nine, hours of the day, days of the month (omitting d, th, st), dimensions, and ages.

. . . Spell out numbers at beginning of sentence or change construction of sentence to avoid using a number as the first word in a sentence.

. . . Give first names and middle initials of persons the first time they appear in article.

. . . Do not fold copy.

. . . Write "more" at the bottom of each page except the last one. Place the number "30" at end of each article.

the students, after touring the printing firm

-more-

After answering questions, Brown thanked the Office Education students on behalf of Any Business, Inc.

-30-

Pictures

Clear black-and-white glossy prints are required by most publications. These may be any size, but 5" x 7" or 8" x 10" are normally preferred. It is almost impossible to successfully reproduce a color print in a newspaper.

Be sure to identify every picture submitted. It is best to write information on a separate sheet of paper and carefully tape this to the back edge of the picture. If writing on the back of the picture, pencil very lightly because heavy marks will ruin the image. If you must send a photo through the mail, include a heavy piece of cardboard to prevent bending. Identify every person shown, being careful to indicate the order in which the names are written, usually going from left to right, front row first, etc. Include the activity and the name of the organization involved, and the name and address of the person submitting the picture. Never staple, glue, or tape a picture to a sheet of paper. Note at the top of any accompanying story that a picture is included.

Most newspapers will return photos if you call for them in person.

News Release Clearance

Clear all news releases through proper channels. Each school or district will have different rules on who must approve a story before it is released. Sometimes, only the teacher will be responsible. Other districts may require clearance from the school administration. In any case, be certain of the rules and procedures and carefully observe these.

Letters

Public relations sometimes also needs a more personal touch than a news story. This can be provided by the thoughtful use of letters sent to students, business people, and others vital to the success of the program. Each letter should be individually typed when possible. Mimeographed letters or letters with mimeographed bodies with the recipients' names typed in are not much help in public relations.

Many types of letters can help build good public relations. More specifically, every letter has some kind of impact on public relations. Initially, determine the purpose of the letter, how the recipient might respond to it, and who should write the letter. A formal or informal tone must be decided. The following are suggested ways to use letters.

. . . "thank you" letters to guest speakers

. . . "thank you" letters to newspapers or radio and television stations who have given you publicity

. . . appreciation letters to those who have sponsored field trips

. . . information letters, explaining purposes of the Office Education program to parents, business people, and community

. . . letters of congratulations written to commend those who have been recognized for achievement

. . . recruitment letters to community organizations requesting their help

Radio and Television

The broadcast industry gives millions of dollars every year for public service. Radio and television stations are limited to the hours they are licensed by the Federal Communications Commission to be on the air.

Make a sincere attempt to study local programming before making first station contacts. Do not forget educational television channels that may operate in the area.

Types of shows. A few possibilities that may be available to you are group or panel discussions and interview shows. An educational channel may offer an opportunity for a show to explain the scope of your occupational training. This would aid you immeasurably in sustaining community support while attracting students to the program.

Promptness. Meeting deadlines and being on time for live or taped shows are important. Arrive well in advance of time set by the station. Choose as participants those who have pleasant voices and who are not nervous.

Writing releases. The basic rules for newspaper copy apply to radio and television. Be accurate, concise, factual, and neat. Submit on 8 1/2" x 11" plain paper, typed double-spaced. "If you Want Air Time," published by the Public Relations Service, National Association of Broadcasters, Washington, D.C., is a guide to television and radio publicity.

Community Resources

Utilizing available community resources, which include people, businesses, and interesting places, is an excellent way to expand classroom instruction.

While some persons may be listed in a Directory of Community Resources, others who do not wish to be listed may be available on a limited basis.

For the teacher who has difficulty identifying possible resources, the following suggestions are listed:

- . . . yellow pages of the telephone directory
- . . . chamber of commerce
- . . . government, civic, and professional organizations
- . . . school administrators
- . . . school board members
- . . . parents
- . . . teachers
- . . . students

After resource persons have been located, analyze how they can be utilized. One way is to match the resource person with the curriculum. Next, prepare the resource people for their participation by letting them know what is expected and what the classroom setting is like. This will put them at ease and help them to do a better job. It helps to prepare a checklist to supply resource persons with information needed to increase their effectiveness. Try to convey this information in person. Keep an active file showing how you effectively utilize community resources.

Student Recruitment

Innovative programs, such as OE, require an approach that is different from that used in connection with ongoing programs. Remember, reallocation and/or continuation of the program is based on a minimum enrollment.

New Office Education Programs

Develop a plan to inform students about the program including the following information: advantages of the program, how to enroll in the program, where to go for information about the program.

The following are suggestions to aid in getting information to the students:

- . . . newspaper articles explaining Office Education
- . . . radio and/or television interviews or spot announcements about the program
- . . . open house for students and teachers during the year
- . . . an assembly program for all students
- . . . visits to classrooms to tell students about OE

. . . letters to students (survey might have been taken the previous year to determine student interest)

. . . information speech to civic and/or youth organizations to get the program recognized by community

If you have a successful program, students will tell others.

Ongoing Office Education Programs

In an ongoing program, recruiting students becomes easier each year since one has an opportunity to inform students about what was done last year. Several effective means of communication during the year include the following:

. . . assembly programs (teacher, students, former students, films, slides, skits)

. . . homeroom talks (teacher, students)

. . . career Day involving total school

. . . students already enrolled in program (talking to other students and friends)

. . . faculty (informing counselors and other teachers of the program)

. . . posters, signs, and brochures

. . . bulletin board displays

. . . school newspapers

Student's Application Forms

Many instructors, as a part of their pre-enrollment procedures, have students complete an application form and go through an interview process. A sample application blank appears on the following page.

Conclusion

Public relations is a must for a successful Office Education program. A good way to begin planning is to draw up a media communication schedule. This schedule gives a good idea of how many different avenues are open to reach the public. It also makes it possible to avoid trying to do too much. So many possibilities exist that one has to plan the most effective use of them. A special effort should be made at the beginning of the year to get to know individuals in the various media which will help promote Office Education.

Sample

HIGH SCHOOL
APPLICATION FOR OE LAB/CO-OP

NAME _____
Last First M.I

ADDRESS _____

TELEPHONE _____ SOC. SEC. NO. _____

DATE OF BIRTH _____ GRADE _____

FATHER'S NAME AND EMPLOYER _____ PHONE NO. _____

MOTHER'S NAME AND EMPLOYER _____ PHONE NO. _____

Do you have your own car? ____ (You must have transportation to take Co-op.)

CHECK activities involved in:

Band _____ Pep Squad _____

Choir _____ Class Officer _____

Girls' Athletics _____ FHA _____

Cheerleader _____ Student Council _____

Check courses you have completed.

Typewriting I _____ Bus Comm _____ Office Proc _____

Typewriting II _____ Pers Bus Manage _____ OE Lab _____

Shorthand _____ Bus Law _____ Who was your typing I teacher?

Accounting _____ Data Proc _____ _____

Bus Math _____ Recordkeeping _____ What is your typing speed? _____

List all courses you will be taking next year. OE lab is a two hour class.

_____ _____ _____

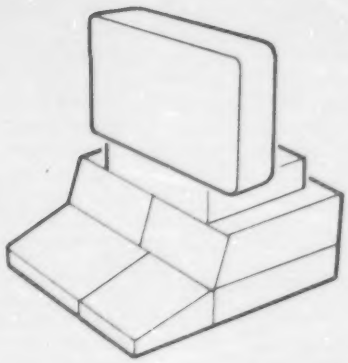
_____ _____ _____

Do you have parent's approval for enrolling in this course? _____
Parent's Signature

STUDENT'S AGREEMENT

I have read and answered all questions correctly. I understand my obligation, if accepted in this program, will include complete and full participation in the local organization which is an affiliate of the state and national organization (Office Education Association). This membership will begin in September and is in effect upon payment of yearly dues.

_____
Student's Signature



Chapter VII

ORGANIZATIONS

Youth Organizations

Every vocational student should have an opportunity to participate in a youth organization. For the regular office education programs, the youth organization is called Office Education Association (OEA). The youth organization for the special populations is called Vocational Office Careers Clubs of Texas (VOCCT).

OEA

The Office Education Association is a vocational organization which complements the instructional program of office education. The success of the local chapter is determined by the advisor's understanding of the organization and ability to guide the chapter. The advisor assumes the responsibility of initiating, organizing, and sponsoring the OEA chapter. For more information regarding OEA, see the Office Education Assocation Chapter Advisor's Handbook.

VOCCT

The Vocational Office Careers Clubs of Texas is the co-curricular organization for students enrolled in ODP and Clerical Practices of Coordinated Vocacional Academic Education or Office Education for the Handicapped. ODP, Clerical, and VEH students are able to develop leadership, self-confidence, and personality through the activities of VOCCT. In many cases, VOCCT is the first or only organization to which a student belongs in junior or senior high school. Therefore, it is important for the advisor to assume the responsibility of initiating, organizing, and sponsoring the VOCCT chapter. For more information regarding VOCCT, see the VOCCT Handbook.

Professional Organizations

VOETAT

The Vocational Office Education Teachers Association of Texas (VOETAT) was founded to promote Office Education throughout Texas and to work with other vocational organizations.

To be an active member of VOETAT, you must teach an office education program and pay the annual dues. For more information contact:

VOETAT
2101 South IH 35
Austin, Texas 78741

TVTA

The main purpose of the Texas Vocational Teachers Association is to provide a means whereby input from vocational teachers can be given in the development of plans and evaluation of vocational programs in Texas and in legislation affecting vocational education. Membership consists of vocational teachers, administrators, teacher educators, researchers, guidance counselors, and others involved in planning and conducting vocational programs in Texas. For more information contact:

TVTA
2102 South IH 35
Austin, Texas 78741

AVA

The American Vocational Association is a nation-wide professional organization with a full-time commitment to helping individuals, vocational educators, and institutions provide effective programs of education for work. The primary objective of AVA is to develop and promote comprehensive programs of vocational education through which individuals are developed to a level of occupational performance. Membership to AVA is open to vocational teachers, adminstrators, teacher educators, researchers, guidance counselors, and others involved in planning and conducting vocational programs at the secondary, postsecondary, and adult levels. For more information contact:

AVA
Publication & Communication Department
2020 North Fourteenth Street
Arlington, VA 22201

TBEA

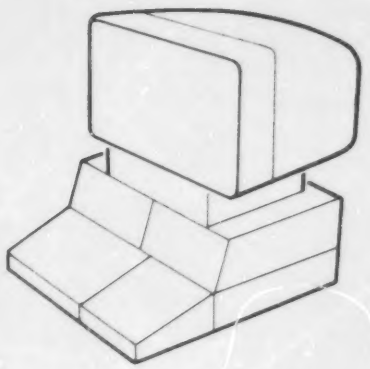
The main purpose of the Texas Business Education Association is to promote better business education in Texas and in the nation through close cooperation with the Texas State Teachers Association, Mountain Plains Business Education Association, and the National Business Education Association. Membership is open to any active or retired teacher, student, or patron who is interested in promoting business education in Texas. For more information contact:

TBEA
2101 South IH 35
Austin, Texas 78741

CBOE

Classroom Business and Office Education is an association which promotes, develops, and upgrades business and office education throughout the United States and surrounding areas and cooperates with other divisions of the AVA. To be an active member, you must be a member of AVA and teach in a business and office education classroom at the secondary, postsecondary, or continuing adult program. For more information, contact:

CBOE
1800 Grand
Des Moines, IA 50307



Chapter VIII

TEA REPORTS

Vocational Education Evaluation System (VEES)

The Vocational Education Evaluation System (VEES), a self-evaluation instrument, was developed to meet the Federal requirements to evaluate vocational programs. The purpose of the VEES is to provide vocational education administrators and program managers with substantive evaluation data to meet state and local needs for making decisions relative to vocational program improvement, with particular emphasis on the use of local self-evaluation results for local program improvements. Characteristics of the VEES are:

. . . compatibility with Federal and state mandates for the evaluation of vocational programs

. . . a unified system for local, state, and Federal reporting that will collect, analyze, and report self-evaluation information gathered from local school districts conducting vocational programs, services, and activities

. . . avoidance of duplication of effort in a statewide vocational evaluation system

. . . involvement of local vocational educators, administrators, students, employers, and interested citizens

. . . procedures to conduct the evaluation and complete survey instruments at the local level

. . . a unified system applicable to vocational programs at the secondary, postsecondary, and adult levels of instruction.

Vocational Educational Data System (VEDS)

Vocational Educational Data System (VEDS) is the annual collection of enrollment and completion data on vocational students. Through this report, all local school districts report to the Texas Education Agency (TEA):

. . . a list of all vocational programs they offer

. . . the number of students enrolled in each of these programs

. . . the employment status of students who have completed the program

Programs are funded by the data received from this report, and all source data used in compiling the report should be kept on file for a minimum of five years for audit and evaluation purposes. Because of the possibility of audit, it is important to complete this report accurately.

Annual Application for Federally Funded Vocational Education Programs

Each year, a school district must submit an annual plan based on the student enrollments as reported in the VEDS Reports. This plan is of utmost importance as it is a means by which Federal funds are awarded to the local districts. Federal funds allocated to the school district are to be used to supplement, not to replace, state and local funds. Federal funds for vocational education are provided under four subparts:

. . . Subpart 2 Basic Grant

. . . Subpart 3 Progress Improvement and Supportive Services

. . . Subpart 4 Special Programs for the Disadvantaged

. . . Subpart 5 Consumer and Homemaking Education

Monitoring Visits

Monitoring of vocational education programs is the process by which the Texas Education Agency staff members evaluate the operation of local school districts according to the Federal and state regulations. The purposes of these evaluation methods are:

. . . to determine if the local school district is actually implementing and conducting the approved programs

. . . to determine if the local school district is conducting the funded programs in accordance with its approved plan and related laws, policies, and regulations

. . . to find whether or not the local school district is maintaining an adequate system of fiscal accountability

. . . to give directions for correction of discrepancies observed which the monitoring team cannot resolve

. . . to report discrepancies to local program managers and Texas Education Agency program managers

. . . to follow up to ensure that corrective action has been taken

APPENDICES

OFFICE EDUCATION CODES

Vocational Education

11580100	Data Processing (1, 2, 3 units)	DATA PRO
11580300	Computer programmer I (1 unit)	COMPRG 1
11580400	Computer programmer II (2 units)	COMPRG 2
11580500	Computer programmer III (2-3 units)	COMPRG 3
11590100	Industrial electronics (2-3 units)	IND ELEC

Office Education

11670300	Office, pre-lab (1-2 units)	OFF PL
11670400	Bookkeeper (1-2-3 units)	BKPR
11670500	Machine operators (1-2 units)	MCH OPR
11670600	Business data entry (1-2 units)	BUS DE
11670700	Secretarial and general office (1-2 units)	SEC&GENO
11670800	Stenographers (1-2 units)	STENO
11670900	Clerk-typists (1-2 units)	CLERKTYP
11671000	Word processing (1-2-3 units)	WORD PRO
11671200	Court reporting (2-3 units)	COURT REP
11671300	Educational assistant (1-2 units)	ED ASST
11671400	Educational assistant co-op (2-3 units)	ED ASST C
11670101	New-account clerk (2-3 units)	NEWACCCL
11670102	Charge-account clerk (2-3 units)	CHARACCL
11670103	Credit-card clerk (2-3 units)	CR CD CL
11670105	General-ledger bookkeeper (2-3 units)	GL BKPR
11670106	Medical clerk (2-3 units)	MED CL
11670107	Check-processing clerk (2-3 units)	CKPROCCL
11670108	Insurance clerk (2-3 units)	INS CL
11670109	Bookkeeping-machine operator (2-3 units)	BKPR MO
11670110	Payroll clerk (2-3 units)	PAY CL
11670111	Posting clerk (2-3 units)	PST CL
11670112	Teller (2-3 units)	TELLER
11670113	Machine operator, data processing (2-3 units)	MCH OPDP
11670114	Terminal operator (2-3 units)	TERM OPR
11670115	Computer-peripheral-equipment operator	COMPEQPO
11670116	Duplicating-machine operator (2-3 units)	DPL OPR
11670117	File clerk (2-3 units)	FILE CLK
11670118	Registration clerk (2-3 units)	REG CL
11670119	Stock and Inventory clerk (2-3 units)	INV CL
11670120	Shipping and receiving clerk (2-3 units)	SHIP & REC
11670121	Switchboard operator (2-3 units)	SWITCH OP
11670122	Telephone operator (2-3 units)	TEL OP
11670123	Mail clerk (2-3 units)	MAIL CL
11670124	Receptionist (2-3 units)	RECEP
11670125	Reservation clerk (2-3 units)	RES CL
11670126	Travel clerk (2-3 units)	TVL CL
11670127	Personnel clerk (2-3 units)	PERS CL
11670128	Secretary (2-3 units)	SEC
11670129	Medical secretary (2-3 units)	MED SEC
11670130	Legal secretary (2-3 units)	LEG SEC
11670131	Clerk-typist (2-3 units)	CL TYP
11670132	Data typist (2-3 units)	DATA TYP
11670134	General office clerk (1-2 units)	GEN OFF CL
11679999	Office, other (1-2-3 units)	O O

Grade ____

Age ____

Sex M ____ F ____

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology

Time of day related class meets _____

Cooperative Training Plan

(THIS IS NOT A CONTRACT)

PROGRAM _____ *SCHOOL CAMPUS* _____

This training plan is to (1) define clearly the conditions and schedule of training whereby student

_____ is to receive training as a (an)
(Name and social security no. of student)

_____ and (2) serve as a guide to the cooperating parties:
(Occupational Objective) (Instructional Code)

of the _____ and the _____
(Company) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $_____ per _____ for _____ hours per school week.

2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____ day of _____, 19 _____, and extends through _____, 19 _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, color, national origin, sex, or handicapping condition.

SIGNATURE APPROVALS

_____ (STUDENT)

_____ (EMPLOYER)

_____ (PARENT OR GUARDIAN)

_____ (TEACHER-COORDINATOR)

APPROVED FOR TEA BY: _____

TEA 12

VOC-044R85

SECRETARIAL AND GENERAL OFFICE

The essential elements common to all vocational programs and Office Education as described in the State Board of Education Rules for Curriculum shall be a part of the cooperative student's curriculum.

The specific occupational essential elements listed below are provided as a convenience to assure the required minimum training is made available. Additional space is available to add specific individual training opportunities not identified as an essential element. NOTE: Occupational training objectives having no identified essential elements will require the training plans to be totally individually developed.

Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Leadership concepts and skills Identify characteristics and responsibilities of leaders and effective group members Participate in orderly meetings conducted according to parliamentary procedure Function effectively on committees Plan and conduct leadership activities Prepare for effective citizenship and participation in our democratic society			Job Related Activities ____Leadership ____Job Application Process ____Entrepreneurship Clerical Activities ____Business Ethics ____Office Careers ____Human Relations ____Personal Development ____Planning and Organizing Work Activities ____Using Resources and References ____Safety ____Telephone Techniques ____Handling the Mail Typing ____Proofreading ____Correcting Errors ____Typing Letters and Envelopes ____Typing Business Forms ____Typing Business Reports ____Typing Legal Papers ____Typing Medical Forms and Reports Office Equipment ____Ten-Key Adding Machine ____Electronic Calculator ____Fluid Duplicator ____Stencil Duplicator ____Offset Duplicator ____Transcriber ____Microcomputers Filing Duties ____Filing Personal Names ____Filing Business Forms ____Filing Organization Names ____Correspondence Filing ____Subject Filing ____Numeric Filing ____Geographic Filing Office Bookkeeping Functions ____Maintaining the Petty Cash Fund ____Maintaining a Checking Account ____Handling Payroll
Concepts and skills related to successful employment Develop an awareness of employment opportunities in chosen field Practice correct procedures for job application and interview Develop the ability to take and follow both oral and written directions Practice punctuality and dependability Observe rules and standards of the work place Demonstrate an ability to work with others harmoniously Develop responsibility and the ability to follow through on assigned tasks Exhibit productive work habits and attitudes			
Concepts and skills associated with entrepreneurship Recognize opportunities and options for business ownership Identify entry-level procedures, planning processes, and terms needed to open a business Develop an understanding of the role of small business in the free enterprise system			
Concepts and skills related to all office occupations Identify and practice ethical business procedures Develop an understanding concerning careers in office occupations and levels of competency Apply the basic concepts of human relations in all types of interpersonal relationships Identify components of personal development as they relate to career plans Prioritize and organize work efficiently Identify and use resources and references available Identify the different types of business forms and reports and procedures for processing them Demonstrate basic knowledge and usage of business machines			
Concepts and skills involved in financial responsibilities Demonstrate the ability to add, subtract, multiply, and divide whole numbers, fractions, and numbers containing decimals Maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks Apply the principles of record keeping			
Concepts and skills necessary for effective communication Identify and use correct techniques when using the telephone for business purposes Prepare effective written communication Identify and apply correct language usage skills in business Become familiar with word processing and computer terminology			
Concepts and skills related to safety and safe working conditions Identify, understand, and apply safe working practices and procedures to all office training			

Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Concepts and skills involved in keyboarding in secretarial and general office			
Recognize proofreader's marks and use them in editing			
Select appropriate tools for correcting errors and use them correctly			
Demonstrate procedures necessary in preparing mailable letters, envelopes, and packages			
Understand methods of transmitting information electronically			
Concepts and skills necessary for records control and management			
Identify correct usage in applying terminology and procedures for indexing, coding, and filing using the alphabetic, numeric, subject, and geographic systems			
Understand procedures for controlling manual and automated records			
Understand and demonstrate the procedures of handling incoming and outgoing mail			
Concepts and skills necessary for the operation of office machines			
Employ the touch system for computation of simple and complex mathematical problems using the electronic calculator			
Understand and demonstrate skills needed in operating copy machines			
Demonstrate the process required in operating data/word processing equipment			
Concepts and skills involved in financial responsibilities			
Maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks			
Apply the principles of record keeping			
Additional Occupational Experiences			

WORD PROCESSING

The essential elements common to all vocational programs and Office Education as described in the State Board of Education Rules for Curriculum shall be a part of the cooperative student's curriculum.

The specific occupational essential elements listed below are provided as a convenience to assure the required minimum training is made available. Additional space is available to add specific individual training opportunities not identified as an essential element. NOTE: Occupational training objectives having no identified essential elements will require the training plans to be totally individually developed.

Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Leadership concepts and skills			Job Related Activities
Identify characteristics and responsibilities of leaders and effective group members			____Leadership
Participate in orderly meetings conducted according to parliamentary procedure			____Job Application Process
Function effectively on committees			____Entrepreneurship
Plan and conduct leadership activities			
Prepare for effective citizenship and participation in our democratic society			Clerical Activities
			____Business Ethics
Concepts and skills related to successful employment			____Office Careers
Develop an awareness of employment opportunities in chosen field			____Human Relations
Practice correct procedures for job application and interview			____Personal Development
Develop the ability to take and follow both oral and written directions			____Planning and Organizing Work Activities
Practice punctuality and dependability			____Using Resources and References
Observe rules and standards of the work place			____Financial Responsibilities
Demonstrate an ability to work with others harmoniously			____Safety
Develop responsibility and the ability to follow through on assigned tasks			____Written Communications
Exhibit productive work habits and attitudes			____Handling the Mail
			____Filing
Concepts and skills associated with entrepreneurship			
Recognize opportunities and options for business ownership			Word Processing Equipment
Identify entry-level procedures, planning processes, and terms needed to open a business			____Word Processing Equipment
Develop an understanding of the role of small business in the free enterprise system			____Microcomputer
			____Basic Components of an Information System
Concepts and skills related to all office occupations			____Input/Ouput Devices and Their Media
Identify and practice ethical business procedures			____Processing and Primary Storage
Develop an understanding concerning careers in office occupations and levels of competency			____Secondary (Peripheral) Storage and File Concepts
Apply the basic concepts of human relations in all types of interpersonal relationships			
Identify components of personal development as they relate to career plans			Procedures and Formats
Prioritize and organize work efficiently			____Word Processing Procedures
Identify and use resources and references available			____Methods of Storing and Retrieving Information
Identify the different types of business forms and reports and procedures for processing them			____Information Processing Systems
Demonstrate basic knowledge and usage of business machines			____Processing Letters and Envelopes
			____Processing Business Reports
Concepts and skills involved in financial responsibilities			
Demonstrate the ability to add, subtract, multiply, and divide whole numbers, fractions, and numbers containing decimals			Transcribes Information
Maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks			____Language Usage
Apply the principles of record keeping			____Machine Transcription
Concepts and skills necessary for effective communication			Proofreads Documents
Identify and use correct techniques when using the telephone for business purposes			____Proofreading
Prepare effective written communication			
Identify and apply correct language usage skills in business			
Become familiar with word processing and computer terminology			
Concepts and skills related to safety and safe working conditions			
Identify, understand, and apply safe working practices and procedures to all office training			

Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Concepts and skills involved in keyboarding in secretarial and general office			
Recognize proofreader's marks and use them in editing			
Select appropriate tools for correcting errors and use them correctly			
Demonstrate procedures necessary in preparing mailable letters, envelopes, and packages			
Understand methods of transmitting information electronically			
Concepts and skills necessary for records control and management			
Identify correct usage in applying terminology and procedures for indexing, coding, and filing using the alphabetic, numeric, subject, and geographic systems			
Understand procedures for controlling manual and automated records			
Understand and demonstrate the procedures of handling incoming and outgoing mail			
Concepts and skills necessary for the operation of office machines			
Employ the touch system for computation of simple and complex mathematical problems using the electronic calculator			
Understand and demonstrate skills needed in operating copy machines			
Demonstrate the process required in operating data/word processing equipment			
Concepts and skills involved in financial responsibilities			
Maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks			
Apply the principles of record keeping			
Concepts and skills related to word processing			
Demonstrate proficiency in business English			
Identify and apply correct format for business correspondence and documents			
Demonstrate proficiency in spelling and proofreading			
Demonstrate proficiency in dictation and transcription			
Identify and understand terminology used in word processing			
Demonstrate proficiency in using word processing equipment			
Demonstrate, classify, and sequence procedures in word processing			
Understand computer terminology as it relates to word processing			
Update word processing and computer terminology			
Identify new and current developments in equipment			
Additional Occupational Experiences			

BOOKKEEPER

The essential elements common to all vocational programs and Office Education as described in the State Board of Education Rules for Curriculum shall be a part of the cooperative student's curriculum.

The specific occupational essential elements listed below are provided as a convenience to assure the required minimum training is made available. Additional space is available to add specific individual training opportunities not identified as an essential element. NOTE: Occupational training objectives having no identified essential elements will require the training plans to be totally individually developed.

Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Leadership concepts and skills			Job Related Activities
Identify characteristics and responsibilities of leaders and effective group members			____Leadership
Participate in orderly meetings conducted according to parliamentary procedure			____Job Application Process
Function effectively on committees			____Entrepreneurship
Plan and conduct leadership activities			
Prepare for effective citizenship and participation in our democratic society			Clerical Activities
			____Business Ethics
Concepts and skills related to successful employment			____Office Careers
Develop an awareness of employment opportunities in chosen field			____Human Relations
Practice correct procedures for job application and interview			____Personal Development
Develop the ability to take and follow both oral and written directions			____Planning and Organizing Work Activities
Practice punctuality and dependability			____Using Resources and References
Observe rules and standards of the work place			____Typing Business Forms and Reports
Demonstrate an ability to work with others harmoniously			____Financial Responsibilities
Develop responsibility and the ability to follow through on assigned tasks			____Communications
Exhibit productive work habits and attitudes			____Safety
Concepts and skills associated with entrepreneurship			Journals and Ledgers
Recognize opportunities and options for business ownership			____Maintaining the General Ledger
Identify entry-level procedures, planning processes, and terms needed to open a business			____Maintaining Accounts Receivable
Develop an understanding of the role of small business in the free enterprise system			____Maintaining Accounts Payable
			____Maintaining a Cash Journal
Concepts and skills related to all office occupations			____Maintaining a Sales Journal
Identify and practice ethical business procedures			____Maintaining a Purchase Journal
Develop an understanding concerning careers in office occupations and levels of competency			____Maintaining a Checking Account
Apply the basic concepts of human relations in all types of interpersonal relationships			____Opening Checking Accounts
Identify components of personal development as they relate to career plans			____Maintaining Petty Cash
Prioritize and organize work efficiently			____Maintaining Payroll Reports and Forms
Identify and use resources and references available			
Identify the different types of business forms and reports and procedures for processing them			Office Equipment
Demonstrate basic knowledge and usage of business machines			____Ten-Key Adding Machine
			____Calculator
Concepts and skills involved in financial responsibilities			____Computer
Demonstrate the ability to add, subtract, multiply, and divide whole numbers, fractions, and numbers containing decimals			____Other
Maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks			
Apply the principles of record keeping			
Concepts and skills necessary for effective communication			
Identify and use correct techniques when using the telephone for business purposes			
Prepare effective written communication			
Identify and apply correct language usage skills in business			
Become familiar with word processing and computer terminology			
Concepts and skills related to safety and safe working conditions			
Identify, understand, and apply safe working practices and procedures to all office training			

Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Concepts and skills in handling general bookkeeping duties			
Enter and verify details of transactions in chronological order in journals			
Summarize details on separate ledgers and transfer data to general ledger using manual or automated procedures			
Balance books and compile statistics to prepare required financial reports			
Identify terms, characteristics, and procedures in maintaining a petty cash fund			
Maintain a checking account, including making deposits, writing checks, endorsing checks, reconciling bank statements, and filing cancelled checks			
Prepare a payroll including computing gross and net pay, withholding social security, and other payroll forms			
Prepare required tax reports			
Maintain customer ledger cards and handle monthly billings			
Additional Occupational Experiences			

STOCK INVENTORY CLERK

The essential elements common to all vocational programs and Office Education as described in the State Board of Education Rules for Curriculum shall be a part of the cooperative student's curriculum.

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Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Leadership concepts and skills Identify characteristics and responsibilities of leaders and effective group members Participate in orderly meetings conducted according to parliamentary procedure Function effectively on committees Plan and conduct leadership activities Prepare for effective citizenship and participation in our democratic society			Job Related Activities ___Leadership ___Job Application Process ___Entrepreneurship Clerical Activities ___Business Ethics ___Office Careers ___Human Relations ___Personal Development ___Planning and Organizing Work Activities ___Using Resources and References ___Typing Business Forms and Reports ___Financial Responsibilities ___Communications ___Safety Stock Inventory Skills ___Selecting and Purchasing Supplies ___Recording Information ___Handling the Mail and Packages ___Assembling Packages ___Typing Packing Slips ___Shipping Goods
Concepts and skills related to successful employment Develop an awareness of employment opportunities in chosen field Practice correct procedures for job application and interview Develop the ability to take and follow both oral and written directions Practice punctuality and dependability Observe rules and standards of the work place Demonstrate an ability to work with others harmoniously Develop responsibility and the ability to follow through on assigned tasks Exhibit productive work habits and attitudes			
Concepts and skills associated with entrepreneurship Recognize opportunities and options for business ownership Identify entry-level procedures, planning processes, and terms needed to open a business Develop an understanding of the role of small business in the free enterprise system			
Concepts and skills related to all office occupations Identify and practice ethical business procedures Develop an understanding concerning careers in office occupations and levels of competency Apply the basic concepts of human relations in all types of interpersonal relationships Identify components of personal development as they relate to career plans Prioritize and organize work efficiently Identify and use resources and references available Identify the different types of business forms and reports and procedures for processing them Demonstrate basic knowledge and usage of business machines			
Concepts and skills involved in financial responsibilities Demonstrate the ability to add, subtract, multiply, and divide whole numbers, fractions, and numbers containing decimals Maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks Apply the principles of record keeping			
Concepts and skills necessary for effective communication Identify and use correct techniques when using the telephone for business purposes Prepare effective written communication Identify and apply correct language usage skills in business Become familiar with word processing and computer terminology			
Concepts and skills related to safety and safe working conditions Identify, understand, and apply safe working practices and procedures to all office training			

Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Concepts and skills related to stock inventory clerk Identify stock inventories and records systems Understand procedures in compiling, comparing, checking, and verifying orders Understand procedures for stock ordering and reordering Demonstrate procedures for completing purchase requisitions Understand procedures for materials inspection and recording shortages, errors, or damages Understand procedures in handling credits, returns, and back orders			
Additional Occupational Experiences			

OTHER OFFICE OCCUPATIONS

The essential elements common to all vocational programs and Office Education as described in the State Board of Education Rules for Curriculum shall be a part of the cooperative student's curriculum.

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Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Leadership concepts and skills			Job Related Activities
Identify characteristics and responsibilities of leaders and effective group members			____Leadership
Participate in orderly meetings conducted according to parliamentary procedure			____Job Application Process
Function effectively on committees			____Entrepreneurship
Plan and conduct leadership activities			
Prepare for effective citizenship and participation in our democratic society			Clerical Activities
Concepts and skills related to successful employment			____Business Ethics
Develop an awareness of employment opportunities in chosen field			____Office Careers
Practice correct procedures for job application and interview			____Human Relations
Develop the ability to take and follow both oral and written directions			____Personal Development
Practice punctuality and dependability			____Planning and Organizing Work Activities
Observe rules and standards of the work place			____Using Resources and References
Demonstrate an ability to work with others harmoniously			____Typing Business Forms and Reports
Develop responsibility and the ability to follow through on assigned tasks			____Financial Responsibilities
Exhibit productive work habits and attitudes			____Communications
Concepts and skills associated with entrepreneurship			____Safety
Recognize opportunities and options for business ownership			
Identify entry-level procedures, planning processes, and terms needed to open a business			
Develop an understanding of the role of small business in the free enterprise system			
Concepts and skills related to all office occupations			
Identify and practice ethical business procedures			
Develop an understanding concerning careers in office occupations and levels of competency			
Apply the basic concepts of human relations in all types of interpersonal relationships			
Identify components of personal development as they relate to career plans			
Prioritize and organize work efficiently			
Identify and use resources and references available			
Identify the different types of business forms and reports and procedures for processing them			
Demonstrate basic knowledge and usage of business machines			
Concepts and skills involved in financial responsibilities			
Demonstrate the ability to add, subtract, multiply, and divide whole numbers, fractions, and numbers containing decimals			
Maintain a checking account, including making deposits, writing checks, reconciling bank statements, and filing cancelled checks			
Apply the principles of record keeping			
Concepts and skills necessary for effective communication			
Identify and use correct techniques when using the telephone for business purposes			
Prepare effective written communication			
Identify and apply correct language usage skills in business			
Become familiar with word processing and computer terminology			
Concepts and skills related to safety and safe working conditions			
Identify, understand, and apply safe working practices and procedures to all office training			

Additional Occupational Experiences	To Be Done		Related Study Assignment
	On the job	Related Class	

DATA PROCESSING

The essential elements common to all vocational programs and **Data Processing** as described in the State Board of Education Rules for Curriculum shall be a part of the cooperative student's curriculum.

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Required Essential Elements	To Be Done		Related Study Assignment
	On the job	Related Class	
Leadership concepts and skills Identify characteristics and responsibilities of leaders and effective group members Participate in orderly meetings conducted according to parliamentary procedure Function effectively on committees Plan and conduct leadership activities Prepare for effective citizenship and participation in our democratic society			Job Related Activities ____Leadership ____Job Application ____Entrepreneurship
Concepts and skills related to successful employment Develop an awareness of employment opportunities in chosen field Practice correct procedures for job application and interview Develop the ability to take and follow both oral and written directions Practice punctuality and dependability Observe rules and standards of the work place Demonstrate an ability to work with others harmoniously Develop responsibility and the ability to follow through on assigned tasks Exhibit productive work habits and attitudes			Data Processing Equipment ____History and Evolution of Data Processing ____Information Processing ____Input/Output Media and Devices ____Processing and Primary Storage ____Secondary (Peripheral) Storage and Files Concepts ____Data Representation and Storage Concepts ____Trends in Data Processing ____Background and Uses of Data Processing ____Data Entry and Manual Accounting ____The Central Processing Unit ____Introduction to Control Systems
Concepts and skills associated with entrepreneurship Recognize opportunities and options for business ownership Identify entry-level procedures, planning processes, and terms needed to open a business Develop an understanding of the role of small business in the free enterprise system			Programming Activities ____Programming Concepts and Languages ____BASIC ____RPG ____COBOL ____Understanding Programming Concepts and Computer Language ____FORTRAN
Concepts and skills related to general data processing Demonstrate comprehension of data processing terms Understand aspects of input and output Understand the major components of data processing systems			Systems Procedures ____Processing and Primary Storage ____Secondary (Peripheral) Storage and File Concepts ____Data Representation and Storage Concepts
Concepts and skills related to data entry Understand and demonstrate the use of data entry equipment			
Concepts and skills related to programming and languages Apply the concepts of logic to programming problems Translate the applied solution into a common programming language Demonstrate the ability to debug and audit a solution			
Concepts and skills related to data representation and storage Demonstrate knowledge of computer numbering systems, data codes, and basic concepts of data storage Establish random and sequential file structures			
Concepts and skills related to computer operations Demonstrate the use of computer equipment Demonstrate the use of job control language Schedule and process requests to minimize the operational steps and run time			
Additional Occupational Experiences			

Additional Occupational Experiences	To Be Done		Related Study Assignment
	On the job	Related Class	